

# STUDIES IN READING

SEARSON  
& MARTIN

TEACHERS MANUAL



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# STUDIES IN READING

## TEACHERS' MANUAL

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## PREFACE

Reading with appreciation is a fine art. This Manual is intended to accompany Studies in Reading, Primer and First Grade to Eighth Grade Readers. It is designed to offer a working program for teaching beginners to read, based on the Primer and Graded Studies, and to provide definite helps and suggestions covering the entire reading field in the grades.

Part I includes a discussion of the reading field, the lesson plan, teaching beginners to read, and offers a series of definite grade-by-grade helps. Typical studies are worked out for each grade, and clever hints and suggestions for enlivening the work on a sound basis are given at every turn.

Part II directly supplements and illuminates Part I. It deals clearly and definitely with such essentials as word and sentence recognition, vocabulary building and phonics, supplementary helps and seat work, securing good expression, silent reading and how to study, the use of the dictionary and reference books, supplementary reading, and the life values of oral and silent reading.

While the teacher may find in Part I a definite guide for her work, she should read carefully, and continually refer to, Part II as a ready help in broadening and extending her definite program on an educational basis.

The authors desire to acknowledge their deep indebtedness to the many thousands of classroom teachers who

freely supplied suggestions direct from successful experiences. Special thanks are due to Superintendent A. H. Waterhouse, Fremont, Nebraska; Superintendent W. R. Siders, Pocatello, Idaho; Superintendent J. H. Beveridge, Omaha; Alberta Walker, Specialist in Reading, Wilson Normal School, Washington, D. C.; Achsah May Harris, Professor of Primary Education, State Normal School, Emporia, Kansas; Rose Bland, Principal Teachers' Training School, Youngstown, Ohio; Clara Wilson, Director of Kindergarten Training, Public Schools, Lincoln, Nebraska; Merna McLellan, Director of Art Instruction, State Normal School, Peru, Nebraska, for helpful suggestions, constructive criticisms, and valuable contributions in the preparation of the volume.

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## PART I





## CHAPTER I

### THE READING FIELD

Reading with appreciation is a fine art. To teach reading with fine appreciation, the teacher should know something of the entire reading field. Broadly speaking, the reading field is divided into three grand divisions, according to the type of activity required in each. These divisions are not entirely distinct from each other and they cannot, like quilt patches, be fitted together to make the whole. Instead, the kinds, or divisions, are inseparably mingled in varying proportions, and are separated only for purposes of illustration in order to get a clearer understanding of their nature and relationships.

**Three Divisions of the Reading Field.** The three divisions of the reading field may best be understood by knowing the kind of reading activity required in each. First, the child must **learn to read**. In this field, he must "get the thought, hold the thought, and express the thought." This is the field of formal reading. Here the child is led to discover that words are the signs, first of things, then of ideas. Through training in the recognition of words, phrases, and sentences, he forms the habit of getting the thought from the printed page. Then he must be led naturally to express the thought. In short, this is the field in which the learner must master the mechanics of reading, including all available

helps in word recognition, pronunciation, and action and expression. The mechanical side of reading is taught as a means of thought getting, through appeals to the fundamental interests of childhood. These interests are naturally awakened by means of songs, rhymes and jingles, action games, dialogs, stories, mystery exercises, and pictures. When the child has acquired skill in this field, his first desire is to put that skill to good account.

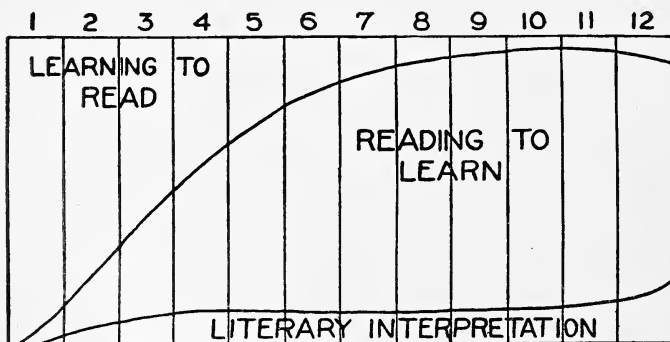


Chart showing the Three-Fold Activity in the Reading Field During Grades 1-12.

The reader then naturally enters the second field of activity, where he **reads to learn**. In this field he reads in order to "get the thought, hold the thought, and use the thought." Here much of his reading is silent. He reads his arithmetic primer, the home geography, the elementary language book, or the other texts, not to express the thought but to get it so that he can turn it to good use. It is as important to teach a child how to read well with this changed motive as it is to teach him the first steps in reading. However glibly a pupil

may read from the reading text, he is not a good reader unless he reads intelligently from the arithmetic, the geography, the language book, or from other textbooks. The reason why children stumble in the number primer or in the beginning geography is not because they have not learned to read. It is because they are entering upon a new field in which they should be given the most painstaking drills in how to study. **How to study** is as important as **learning to read**. Both are vital parts of the reading field.

As soon as the child learns to get the thought and to use the thought, he begins, more or less unconsciously, to relate that thought to his own life and to life about him. His reading activity enters the third field, that of literary interpretation. In this field, the learner reads to "get the thought, hold the thought, and **interpret** the thought" in terms of life. This process permeates and leavens the whole reading field. It is the life-giving element which spurs the child, through reading, to get his share of his inheritance of race knowledge.

The chart of the reading field is based upon 100 of the best supervised courses of study in reading in the country. It shows the relative emphasis given each kind of reading effort in each of the grades in the elementary school and high school. For example, the chart shows clearly that the fifth grade teacher should put the greatest emphasis on teaching pupils **how to study**, while developing further skill in word mastery, phonetics, and the use of the dictionary, and while keeping all the work closely related to life. Teachers of the first and second grades should stress "learning to read." Teach-

ers of the seventh and eighth grades should stress primarily "reading to learn," not neglecting to have the pupils become independent in using the dictionary, encyclopedia, and other books of reference, nor failing to stimulate in them right tastes and choices and right estimates of what is read and studied. A careful study of the chart will give the teacher many other significant hints and helps in the important work of teaching reading on a broad, useful plane.

## CHAPTER II

### THE LESSON PLAN

The selections in **Studies in Reading** are carefully prepared on a universal lesson plan. Each lesson involves the four fundamental steps used by the most successful teachers to cultivate in the learners an appreciation of the truth revealed in any subject.

**The Introduction.** The introduction to the selection gives a natural setting and creates the right atmosphere for study. It naturally whets the child's mental appetite and makes him eager to read the story.

**The Selection.** The selection is one that, at the learner's first trial, challenges him to search for hidden treasures. The widest possible variety of child literature of fundamental appeal to children's interests is offered.

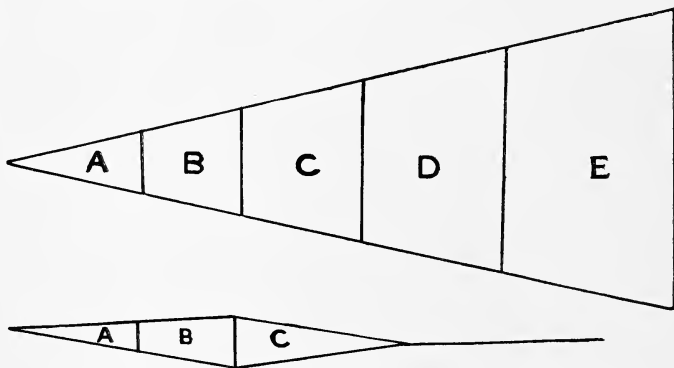
**Questions and Notes.** The question exercises offer the learner a definite program of work which, if followed, will face him directly into the inspiring truth of the selection. The pupil is not **told**. He is led to **discover**. Herein lies the teacher's greatest opportunity to teach the pupil how to study. Definite assignments regularly prepared by the eager pupil increase his appreciation of the truth discovered.

**Additional Readings.** The additional readings suggested enable the teacher to direct the wider reading of the child, and invite the child into rich fields where he

may discover larger meanings of literature and life. Thus the general truth, for which he first searches eagerly but vaguely, becomes clear and vital as, through his own efforts, he makes it his own in its larger setting.

THE UNIVERSAL STUDY PLAN—GROWTH IN APPRECIATION

- A. Creation of the proper atmosphere, or setting.
- B. Growth through the pupil's eager trial of the selection.
- C. Growth through a well-directed program of work.
- D. Broadened appreciation through supplementary reading.
- E. Growing appreciation throughout life.



THE "TAKE-SO-MANY-PAGES," OR "HIT-AND-MISS" PROCEDURE

- A. Exaggerated representation of interest awakened by a perfunctory assignment.
- B. Restricted appreciation due to uninspired effort.
- C. Diminishing appreciation throughout life.

Diagrams Showing a Comparison of Amounts of Growth in Appreciation in Reading Due to Right and Wrong Methods of Teaching.

**Variations of the General Plan.** This universal lesson plan admits of wide variations and most interesting adaptations. **Studies in Reading** is naturally based on the story plan. Beginning in the Primer with the simplest literary forms, such as songs and jingles, the series comprises every type of standard child literature arranged and graded to challenge the child's increasing enthusiasm and appreciation throughout the grades. It is not intended that the teacher shall follow the plan of the Studies slavishly. She must use her own judgment and draw upon her own resources to improve the plan or to increase the interest by varying the plan whenever possible.

**Primer Study Plan.** The Primer is made on the story plan, the unit of reading being the sentence group. From the sentence group the children are led to recognize sentences, phrases, and words. The first forms of literature offered to the child at his mother's knee are its simplest forms, song and rhyme. Later he meets the story, a form which calls for definite thought sequence. The Primer uses this same plan as being in harmony with the child's normal development. The first units are the simplest, song and rhyme. Later when the child has developed some facility in reading, stories are introduced.

The introductions, questions, notes, and additional references do not appear in the Primer because the reading vocabulary of the first half-year is too limited to use them effectively. While she is using the Primer, the study plan is wholly in the hands of the teacher. However, artistically drawn and colored illustrations

give charming settings to each lesson. A word of clever explanation, or the teacher's attitude, look, or gesture, or the lively experiences of the pupils, may serve further to create the right atmosphere. Tactful thought questions on the part of the teacher will serve to guide the children's thinking. Similar stories should be told by the teacher, or should be read and told by the children. After a selection has been enjoyed by the class, for example, the time is ripe for the teacher to say, "I know another story something like this. Would you like to hear it?" Or she may ask, "Have you a story like this in your books at home? Perhaps you would like to read or tell it so that all may enjoy it." Thus in the Primer work, the tactful teacher naturally completes the unit study on the same consistent plan that is followed throughout the series.

**Enrichment of the Plan.** Some studies require one type of setting, others another type. Consequently, there should be as many different kinds of introductory exercises as there are different kinds of selections to study. In the lower grades, telling the story and then having the children act it forms an excellent setting. The bringing in of related drawings, maps, pictures, relics, nature specimens, or other interesting objects, is good. The lively telling of related experiences, the raising of puzzling questions answered in the story, historical settings, an interesting description of a strange situation, the hint of sly tricks and how they were played, promise of interesting discoveries, suggestions of strange antics of playthings, or of first things, or of new ways of doing things—all have real charm in



sending eager little discoverers open-minded into fields of delight.

**The program of definite work** may likewise be varied greatly. The questions should not necessarily be followed exactly. The teacher should add other questions, omit some, re-shape others, or provide new ones as occasion demands. The questions here given have been introduced only after many thousands of careful teachers have proved them in practice. Sometimes it may be well to substitute for the questions directions for dramatizing, preparations for interpretating through action, topics for study, outlines for analysis, applications in experience, interpretations by comparison or analogy, individual assignments and reports, group assignments and reports, or voluntary original interpretations. The notes, articulation drills, pronunciation drills, expression drills, and other supplementary exercises should be constantly used as helps in facing the learner towards the truth of the selection.

The use of "Other Selections" and of "Additional Readings" should be similarly varied. The teacher may tell other stories or read other selections to the children. Better, the children may hear and tell, or read to the class, other poems or stories which carry truth similar to that of the selection read. Pictures to illustrate different parts of the story and songs to interpret its message may be used. If the selection is a history story, the field of history may be drawn upon for additional material. If a nature story is studied, objects in a related field of nature may give rare and interesting testimony. Stories of what pupils have seen others do

or of how persons have acted under circumstances similar to those in the story, afford supplementary matter rich in human interest. School library books, home libraries, newspapers, magazines, and interesting local story-tellers may yield rich treasures.

**Natural Incentives to Study Other Branches.** By means of this definite plan, which admits of such enrichment and charm, the pupil should be led to read and to study definitely all other branches. Good reading, with natural methods of study, results in better arithmetic, better geography, better history, and better language. The child who reads and studies well will voluntarily cover a wider range in his reading and study, and will easily come to choose the best and discard "trash" and untruth of whatever character. From Primer to Eighth Grade reader, **Studies in Reading** has followed the universal lesson plan in order that reading with true appreciation may become an accomplished fact.

## CHAPTER III

### TEACHING BEGINNERS TO READ

If the work is to be fruitful, each teacher must know the goal toward which she is working. She must know the general and specific aims of the grade in which she is teaching and the particular methods through which those aims may be accomplished. The following outline gives the aims for the first grade:

#### THE AIMS OF FIRST GRADE READING

#### **Thought Getting**

1. Appreciation of the lesson content.
  - a. The habit of connecting reading with life.
  - b. The habit of connecting reading with literature.
  - c. The library habit.
  - d. The study habit.
2. Skill in silent reading.
  - a. Ability to grasp the thought.  
Sentence sense.  
Paragraph sense.
  - b. Speed.  
Rapid recognition of words.  
Phrasing.  
Phonic sense.

**Thought Giving**

3. Dramatic sense.
  - a. Ability to imitate.
  - b. Ability to interpret.
4. Skill in expression.
  - a. Enunciation.
  - b. Fluency.
    - Sentence sense.
    - Phrasing.
  - c. Knowledge of phonics.

All reading may be classified under the two general heads: Thought getting and thought giving.

Under these are the four great aims:

- Appreciation of the lesson content.
- Skill in silent reading.
- The dramatic sense.
- Skill in expression.

These four aims may also be called general since they apply to all grades. Though given equal places in this classification, they are far from equal in importance. Ability to read well orally is a most delightful accomplishment, but ability to read well silently is a necessity to every educated individual. It will be seen, therefore, that even in the first grade, points 1 and 2 are much more important than are points 3 and 4.

The first grade differs from others in that it is the initial habit-forming period. Here the child acquires either habits which later teachers will be pleased to continue, or those which they must spend hours in trying to correct.

**The habit of connecting reading with life.** The valuable thing in literature is the manner in which it touches the lives of those who read and appreciate it. It thus becomes an inspiration and a moral power. From the first children may be led to interpret the things which they read, through their own personal experiences. The teacher who, through the nature lesson, aids the child in recalling his own hours in the great out-of-doors, or who, through a lesson on school life, draws out the child's sense of right and wrong, is doing far more than hear a first grade recitation. She has turned the first page in the great life lesson which the child will learn when he meets "Adam Bede," or "Thanatopsis," or "The Scarlet Letter."

**The habit of connecting reading with literature.** When a selection has been thoroughly enjoyed, the first thought is, "I wish there were more of it." This is the teacher's opportunity to provide other selections by the same author or similar selections by other authors. This plan may be followed from the time when the first Mother Goose rhymes are introduced.

**The Library Habit.** This habit is but a step from the one just mentioned, for it is easy to guide the child eager for things to read to the place where he may be satisfied.

**The Study Habit.** The habit of study is one of the most important habits that a child can form. It comes not through coaxing, bribing, or other false incentives, but by placing in the work itself that quality which will attract the child and compel his concentration.

**Skill in Silent Reading.** In the past very little silent reading has been expected of first grade children. This

is because the objective of the lesson has been for the child to show how well he could pronounce the words on the printed page. When the aim is as it should be, the enjoyment of the thought in a selection, there is as much reason for the beginner to read silently as for the adult.

**The Sentence Sense.** One of the greatest helps to the beginner is the ability to recognize the sentence as an expression of a complete thought. By "sentence sense" is meant the ability to recognize a sentence as a thought unit while being so engrossed with the ideas of the whole selection as to have been unconscious of having done so. A great help in forming this habit is the use of short sentences when the pause between sentences comes at the end of the line. Longer sentences may be introduced gradually.

**The Paragraph Sense.** A common fault in reading is that of naming the words of the sentence without being able to grasp the thought. This usually comes because the objective of the lesson has been the power to recognize and name the words of the lesson. A fault even more common is that of naming sentences without being able to grasp the thought of the paragraph. This comes because the aim has been the pronunciation of sentences—not getting the thought in the sentence group. The cure for this unfortunate fault is having a selection read silently until each child is able to read it all. It should then be discussed as a whole until the children are led to feel that the completed thought is in the whole sentence group.

**Rapidity in Reading.** Careful tests have proved that, within reasonable limits, the rapid reader is the accurate,

thinking reader, hence reasonable speed is a quality which should be cultivated from the first.

**Phrasing.** It takes less time to sweep through groups of words at a glance than to name each word singly. If such expressions as "to a little girl," "on the bed," "after dinner," are listed and drilled upon like single words much is accomplished toward helping beginners in the matter of rapidity in reading.

**The Phonic Sense.** By phonic sense is meant the ability to use phonics and yet keep them in the background of the mind where they do not interfere with the thought. The first sound of an unknown word together with the word's meaning in the sentence is often enough to suggest the word to a child. When this is the case there is little interruption of the line of thought.

Familiarity with the elements of which words are composed is one of the prime requisites of all reading, for without it there can be no real independence.

**The Dramatic Sense.** By the dramatic sense is meant the ability to appreciate the emotional side of a selection and to put one's self in the place of the characters.

**Ability to Imitate.** The ability to imitate comes largely from exercise and cultivation. Through the make-believe of game and dialog children may be given the opportunity to express to others what the lesson has meant to them.

**Skill in Expression.** Natural and pleasing expression comes through the grasp of the thought, the appreciation of the emotional situation, and the removal of self consciousness or other restraint.

**Enunciation and Fluency.** Clear enunciation comes principally through association and imitation; in a lesser degree through drill. Fluency comes through much silent reading and through familiarity with the text before any oral reading is attempted. Ability to look ahead, to run through sentences and phrases at a glance, is necessary to fluent reading.

From time to time the first grade teacher should ask herself such questions as these:

Am I neglecting the thought side of reading? the skill side?

Do my children appreciate and enjoy what they read? Are they forming the four habits outlined here?

Are they quick to grasp the thought of what they read?

Do they read the sentence smoothly or is there a halt after each word?

Are they eager to enjoy the thought in a selection or are they satisfied to stop with a single sentence?

Are they applying their knowledge of phonics to the reading lesson without letting that operation interfere with thought getting?

Have they a knowledge of phonics commensurate with the length of time they have been in school?

Do they make use of this knowledge when they meet an unknown word?

Do they get the spirit of play in the dramatized lesson?

Are they able to put themselves in the place of the person whose part they are taking?



## WORK PRECEDING THE USE OF THE PRIMER

The following preliminary lessons are designed to prepare the child to read the simple lessons in the Primer. They suggest a definite course which the inexperienced teacher may follow. As she becomes familiar with the work she may prefer to substitute for some of these exercises other lessons of the same type.

The suggestions for the daily programs are based on the plan of two twenty-minute periods for reading and two ten-minute periods for phonics each day. Under each lesson number, practical suggestions are made for the work of the day. Under the corresponding program number, the work, based on the lesson suggestions, is definitely outlined for both forenoon and afternoon of the day the lesson is given.

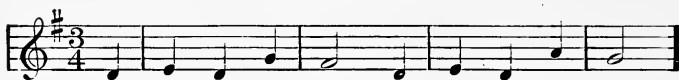
## LESSON 1

**Type Lesson.** Children who have attended a kindergarten will be familiar with the Good Morning song used in the first lesson. If it is not known to the class, it should be taught to them before any reading is undertaken. When the song is perfectly familiar, the teacher may write the song on the board, telling the children what it is. She may sing the first four lines, pointing along each line as she sings. This should be done with spirit and animation. She should then ask them to sing their part of the song to her.

This little song dialog may be repeated several times. Then the teacher may ask for volunteers to point to

the phrase that says, "Good morning," then to point to another "Good morning," and another. The teacher may say, "Since you can read that so well I believe you

### GOOD MORNING



Good morn-ing to you, Good morn-ing to you,



Good morn-ing, dear children, I'm glad to see you.

would be able to understand if I were to tell you this with my chalk." (Writes upon blackboard):

Good morning, boys.

Good morning, girls.

As she writes the line she reads it softly, yet so that it can be heard, then continues, "I can tell from your faces whether you can read it or not. Let's read it again," and she points slowly along the line watching the faces of the children. Most of them will catch the idea and upon request will be able to point to the word that says "girls" and the word that says "boys." Then the teacher may ask, "When I say this to you with my chalk, what do you say to me?"

This should bring the response, "Good morning, Miss....."

"Of course, and when I say this to you with my chalk tomorrow morning I wonder how many will

remember what to say to me. I'll try it right now and see how many I can catch." (Writes the two lines again and the children respond, "Good morning, Miss .....")

"What! I didn't catch any this time but I'll surely catch some tomorrow morning."

**Word Drill.** After this the teacher may write the following upon the board for further drill:

good morning	boys	girls
boys	good morning	boys
girls	girls	good morning

Although the exact words of the teacher have been given, it is not expected that these directions will be followed word for word. Each teacher has her own individual way of dealing with her children and it is better to follow that than to imitate the way of another.

Children are not to be kept on a rhyme till every word has been memorized. If, from this Good Morning song, the class learn the words, **good** and **morning**, and have a fair idea of the sentence, **I'm glad to see you**, that is enough. (See Word Recognition, page 222.) In order that she may have a clear idea of the work to be done here, the teacher should read Chapter XIV before taking up the work in phonics.

### Program 1

#### FORENOON

Reading:

**Good Morning** song.

Good morning, boys.

Good morning, girls.

Word Drill:

Good morning.

boys.

girls.

Phonics:

Phonic Game No. 1. (See Manual, page 233.)

#### AFTERNOON

Reading:

Review.

Word Drill:

Review.

Phonics:

Phonic Game No. 1. (See Manual, page 233.)

#### LESSON 2

From the song on the board have the children find the sentence, "I'm glad to see you." At this time it is not necessary to call attention to the individual words in the sentence. The teacher may take one of the chart strips in Series One (See page 217), holding the script side toward the child and say, "When I see some one who can read this strip I shall call for him to come and get it." There may be occasional mistakes but the teacher soon learns from the facial expressions which children have the right idea. One after another the strips are held before the class and the children are allowed to take them to their seats. Afterward each in turn reads his strip aloud and carries it back to the teacher. This game may be repeated several times.

Children will be sure to turn the strip over to see what is printed on the other side and the teacher may remark quite casually, "That is just the same thing on the other side only it is in print, while this side is in script. You know that sometimes I write things in script this way, and sometimes I print them this way. We are going to use the script just now, but of course I do not mind if some of you who can read print look at that side sometimes."

An occasional remark of this kind will soon lead the children to read print as readily as script.

In the work with the chart strips the unit of reading is the sentence. **Do not let the children pause unnecessarily between words. From the first insist that each sentence be read silently before it is read aloud.**

For several mornings continue the morning greeting from the board.

### Program 2

#### FORENOON

##### Reading:

Sing the song again.

Find, I'm glad to see you.

Use Chart Strips, Series 1 (page 217).

##### Word Drill:

For rapid recognition, drill with word cards using the three cards.

Good morning, boys, girls.

##### Phonics:

Phonic Game No. 2. (See Manual, page 234.)

#### AFTERNOON

##### Reading:

Use Chart Strips, Series 1.

Word Drill:

Word Drill Device No. 1. (See Manual, page 204.)

Phonics:

Phonic Game No. 2.

### LESSON 3

Calling a girl and boy before the class, the teacher may say, "I said good morning to all of the boys and girls. Now I am going to say it just to you. I shall write, 'Good morning, little girl.' What do you say to me?"

The girl replies, "Good morning, Miss....."

"Fine, now I shall write, 'Good morning, Miss.....' What do you say to me?"

The boy replies, "Good morning, Miss....."

"Certainly. You read it so well that perhaps you can tell me what this strip says." (Shows one of the strips in Series 2.)

When the boy and the girl have each read a strip they should be permitted to carry them to their seats. Other children may win strips in the same way. When all the children are supplied each is allowed to read his strip and return it to the teacher.

**Matching Words.** The following sentences may be written on the board:

Good morning, little girl.

Good morning, little boy.

I'm glad to see you.

The children may be given the word cards with the words **girl**, **boy**, and **little** to match with the same words

upon the board. The word **little** is now added to the permanent vocabulary. Frequent drills (See Devices for Word Drills, page 204) should make these words so familiar that they will be recognized wherever they are seen. The word **clap** is used because it adds interest to the early chart and board lessons. The same reason should justify the teacher in adding to the vocabulary of her class other interesting action words. Certain objects, such as a toy sheep or teddy-bear, may be brought in and labeled (See Labeling, pp. 204—205), and later put among the objects for children to find in an action lesson. Such words are learned without effort and add greatly to the zest of the game. It is well for the teacher to keep a list of these words and include them in frequent word drills.

### Program 3

#### FORENOON

Reading from blackboard:

Good morning, little boy.

I'm glad to see you.

Good morning, little girl.

I'm glad to see you.

Good morning, Miss.....

I'm glad to see you.

Word Drill:

Match words girl, boy, little.

Phonics:

Phonic Game No. 3. (See Manual, page 234.)

## AFTERNOON

Reading:

Use Chart Strips, Series 2 (page 217).

Word Drill:

Good morning      boys

little boy          girls

little girl

Phonics:

Phonic Game No. 3.

## LESSON 4

**Name Cards.** At this time the names of the children will be found most useful in blackboard lessons. Prepare a card about 4 x 10 inches for each child, with his name written on one side in large, clear script. Cords may be attached so that the children may wear their name cards hung about their necks. Write the names of the children upon the blackboard and allow a child to come forward and find his own name, matching it with his own card. When the game is over the cards may be hung where they will remain in sight of the class.

At another time the teacher may write the names of the children upon the board, each child rising as he recognizes his name.

## Program 4

## FORENOON

Reading:

Lesson with name cards.



Word Drill:

Match name cards with names written on board.

Phonics:

Phonic Game No. 4 (page 234).

#### AFTERNOON

Reading:

Game with chart strips, Series 1 and 2 (page 217).

Word Drill:

Match word cards with words on the board.

Phonics:

Phonic Game No. 4.

#### LESSON 5

The rhyme suggested for this supplementary reading lesson is,

“Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick.”

This rhyme may be written upon the board or printed upon a chart and illustrated by a drawing or cutting. (For special directions in chart making, see Chapter XIII.)

The rhyme should be read to the children, the teacher pointing along the lines as she reads. Individual children should then be permitted to read it.

The teacher should prepare strips of paper with the words **Jack** and **jump** written upon them for the children to match with the same words in the rhyme.

**Program 5****FORENOON**

Reading from the Chart or Board:

Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick.

Word Drill:

Jack            jump

Phonics:

Phonic Game No. 5 (page 234).

**AFTERNOON**

Reading Review:

Sing **Good Morning** song.

Read **Jack be Nimble**.

Word Drill:

Review.

Good morning	Jack
boys	jump
girls	little girl
little boy	

Phonics:

Phonic Game No. 5.

**LESSON 6**

The **Go to Sleep** song should be perfectly familiar to the children as a song before it is given as a lesson. A doll which might be borrowed for the occasion would

add greatly to the interest. If the children come in and find the doll sitting in plain sight wearing her label, "Dolly," they will master the new word without effort. If a little rocking chair can be had, the setting for the lullaby will be complete.

Let the children gather around to see Dolly, to lift her, and to touch her pretty clothes. Listen to their eager comparison of this doll with the beloved doll at home. Then have them select one of their number to act the part of the little mother, while all sing the lullaby. In the Go to Sleep part all sing softly, folding the arms as if holding a doll, and rocking gently from side to side. The Wake Up part is sung in a sprightly manner, each child lifting his arms as if holding up a doll.

After the song is familiar the board lesson may be conducted in the same manner as was done with the Good Morning song. The phrases, "Go to Sleep" and "Wake Up," are learned without reference to their individual words. The words **Dolly** and **Mother** may be added to the word list for special drill.

### Program 6

#### FORENOON

Reading:

Teach, **Go to Sleep** song.

Word Drill:

Drill on word groups, **Go to Sleep, Wake up.**

Phonics:

Phonic Game No. 4 (page 234).

## AFTERNOON

Reading:

Review, **Go to Sleep** song.

Word Drill:

Review all words taught.

Phonics:

Phonic Game No. 5 (page 234).

## LESSON 7

**Go-to-Sleep Game.** A brisk game may be had by playing "Go to Sleep." The teacher writes the sentences, "Go to sleep," and "Wake up" in several places on the board. When she points to "Go to sleep," the children lay their heads upon their desks. When she points to "Wake up" they lift their heads and look up brightly. After this has been repeated a few times she may add the words **boys** and **girls** to the directions.

Since **and** is a word which calls up no definite picture in the mind of the child, it is better at first to use it in connection with other words, as "boys and girls," "Mother and Dolly." (See *Difficult Words*, page 205.)

To use the chart strips in Series 3 the teacher may hold up the strips one at a time, giving directions for the class to perform. She may distribute the strips and allow each child to come forward in turn and hold up his strip, giving directions for the class to follow. The teacher may then ask, "What did your strip tell them to do?" and in reply the child may read his strip aloud.

**Program 7****FORENOON****Blackboard Reading:**

Go to sleep, boys.	Wake up, girls.
Go to sleep, girls.	Go to sleep, girls and boys.
Wake up, boys.	Wake up, girls and boys.

**Word Drill:**

Good morning	I'm glad to see you
little boy	Go to sleep
little girl	Wake up
jump	Mother
Jack	Dolly

**Phonics:**

Phonic Game No. 6 (page 234).

**AFTERNOON****Reading:**

Use chart strips, Series 3 (page 217).

**Word Drill:**

girls and boys  
boys and girls  
Mother and Dolly

**Phonics:**

Phonic Game No. 6.

**LESSON 8**

**Action Lesson.** For an action lesson use strips a and b in Series 4. The teacher may say, "These strips will tell you what you may do. This one says, "Clap, clap, clap." When I hold it up you may clap three

times. Be careful, for if anyone claps at the wrong time he is caught."

After trying this a few times the teacher may show strip b, Series 4. To follow its directions, the children may skip lightly about the room. The strips may then be distributed and each child in turn allowed to perform the action suggested on his strip. Later the teacher may write upon the board directions for certain children, as,

Run, Ruth.  
Clap, Mary, clap.  
Go to sleep, Helen.

### **Program 8**

#### **FORENOON**

Reading:

Use chart strips a and b, Series 4 (page 217).

Word Drill:

girl	Dolly	clap	little
boy	Mother	run	jump

Phonics:

Phonic Game No. 7 (page 234).

#### **AFTERNOON**

Reading:

Run, run, run.

Clap, clap, clap.

Run, Ruth.

Jump, jump, jump.

Run and clap, Mary.

Word Drill:

Review.

Phonics:

Phonic Game No. 7.

## LESSON 9

The song, "This is the Way," should be taught to the children if they do not already know it. This is really a game and may include a great variety of other actions such as,

Clap our hands.  
Saw our wood.  
Beat our drums.  
Rake our yards.  
Sweep our floors.  
Wash our clothes.  
Spin our tops.

The children should act each stanza as they sing it. After it is familiar, the board lesson should be presented in the same manner that other songs have been given, using one stanza to a lesson. Use the phrases **this is the way** and **go to school** for practice sentences on the board.

**Word and Phrase Card Drills.** The reading should be supplemented by drills using the word and phrase cards. These should be flashed before the class for rapid recognition. Sometimes the words may be named by the whole class and sometimes by individual children. These drills should be brisk and should last but a few minutes. The first five devices suggested for the use

of the chart strips (page 219) are equally good for the word and phrase cards. Word drills should be given from the blackboard as well.

### Program 9

#### FORENOON

##### Reading:

Sing from the board the first stanza of **This is the Way**.

Let children act it by marching as they sing.

##### Word Drill:

Compare **Go to sleep** with **Go to school**.

Drill on go, sleep, run, clap, jump.

##### Phonics:

Phonic Game No. 8 (page 235).

#### AFTERNOON

##### Blackboard Reading:

This is the way we go to school.

This is the way we go to sleep.

This is the way we wake up.

This is the way we run.

This is the way we jump.

##### Word Drill:

Use phrase cards.

##### Phonics:

Phonic Game No. 8.

### LESSON 10

Teach from the board the second stanza of **This is the Way**. Sing and act both stanzas.



**Seat Work Cards.** Distribute the seat work cards. Write the name of each child on his envelope. Cut from the larger card only such words as the child has met in his reading lessons.

Let the children match words and phrases placing each kind in a column of its own. Further exercises with seat work cards are shown on pages 272-273.

### **Program 10**

#### **FORENOON**

**Reading:**

Sing from board the first and second stanzas of  
**This is the Way.**

**Word Drill:**

Use cards for drill.

**Phonics:**

Phonic Game No. 9 (page 235).

#### **AFTERNOON**

**Reading:**

Use chart strips, Series 3 and a, b, c, Series 4.

**Word Drill:**

We run.      We go.

We jump.    We read.

We clap.    We sleep.

**Phonics:**

Phonic Game No. 9.

### **LESSON 11**

Teach from the board the third stanza of **This is the Way**. Sing and act all three stanzas.

Bring a top into the schoolroom or draw a picture of one on the board and label it.

**Sentence Sense.** The board work and chart strips should have helped to give the children the ability to use sentences as thought units. The child who has his sentence sense properly developed will not halt at an unknown word in the middle of a sentence, but will glance at the words which follow as well as the words which precede, often gaining the correct meaning through the relation of the unknown word to other words in the sentence.

The phonic games thus far given should have helped the children to recognize that spoken words are made up of certain sound combinations. They may now be taught that each sound has its written symbol. Before attempting to do this the teacher should read carefully the directions for teaching the letter sounds (See Manual, page 237).

### **Program 11**

#### **FORENOON**

##### **Reading:**

Sing from board first, second, and third stanzas of  
**This is the Way.**

##### **Word Drill:**

Go to school. Go to sleep.  
Read a book. Wake up.  
Sing a song. Jump, clap, run.

##### **Phonics:**

Teach sound of **m**.

## AFTERNOON

## Reading:

Use chart strips, Series 3 and 4 (page 217).

## Word Drill:

Review all words, using the devices for word drills.

## Phonics:

Write upon the board many words beginning with the m sound.

## LESSON 12

Teach from the blackboard or chart the rhyme,

Peek-a-boo,  
I see you.

Study the children to observe which ones have defects of speech. Correct the defects in the manner suggested on pages 235-236.

## Program 12

## FORENOON

## Reading:

Peek-a-boo,  
I see you.

## Word Drill Review:

good morning	I'm glad to see you
little boy	wake up
little girl	Go to sleep
jump	Go to school
Jack	This is the way
Mother	I see you
Dolly	top

Phonics:

Review m.

Phonic Game No. 10 (page 235).

#### AFTERNOON

Reading Review:

Good Morning song.

Jack be Nimble.

Go to Sleep song.

Peek-a-boo.

Word Drill:

I see you.

I see a little girl.

I see Dolly.

I see a little boy.

I see a top.

Phonics:

Enunciation drills.

#### LESSON 13

This is an action lesson with "Come to me" as the new sentence. The teacher should write on the board, "Come to me, Mary," and tell the children what it says. After Mary has come forward and taken her seat the teacher should write the same command, using in turn the names of other children. This may be followed by other commands such as the following, filling the blanks with names of children:

Run to me,.....

Go to a little girl,.....

Run to a little boy,.....

Jump,.....

Clap,.....

Read a book,.....

Bring a fan into the schoolroom or draw a picture of one on the board and label it (Manual, pages 204, 205).

Teach the sound of **t** in the same way that the sound of **m** was taught.

### Program 13

#### FORENOON

Reading:

Write on the board using names of individual children. Come to me,.....

Write other commands using children's names.

Word Drill:

come	jump	clap	sing
go	read	run	

Phonics:

Teach the sound of **t**.

#### AFTERNOON

Reading:

Use chart strips, Series 5 (page 218).

Word Drill.

Drill with word cards.

Phonics:

Review **m** and **t**.

### LESSON 14

Teach from the blackboard or chart the following rhyme:

Pease porridge hot,  
Pease porridge cold,  
Pease porridge in the pot  
Nine days old.

Some like it hot,  
Some like it cold,  
Some like it in the pot  
Nine days old.

I like it hot,  
I like it cold,  
I like it in the pot  
Nine days old.

The children should memorize the rhyme. Let them sit opposite each other in pairs and play the game. Then let certain children read the rhyme from the board. Let individual children come forward and point to certain words as **hot, cold, like, some**. The children will learn most of the words of this rhyme, but every child should learn **I** and **like**.

### Program 14

#### FORENOON

Reading from chart:

Read and play all three stanzas of

**Pease Porridge Hot.**

Teach **like** and **some**.

Word Drill:

I like it hot.

You like it hot.

We like it hot.

Phonics:

Review **m** and **t**.

## AFTERNOON

Reading:

Review **Pease Porridge Hot**.

Word Drill:

Review words from cards.

Phonics:

Play Phonic Game No. 10 (page 235).

## LESSON 15

Ask the question, "What do you like to do?" and write on the board the answers the children give. Let most of the answers be in words which the children have had, but if there are a few new ones they will add to the interest.

Draw the picture of a pig on the board and label it.

## Program 15.

## FORENOON

Reading:

I like to play.

I like to read.

I like to go to school.

I like to run.

I like to sing.

I like to jump.

Word Drill:

Use drill cards.

Phonics:

Teach the sound of **f**.

## AFTERNOON

Reading.

Use chart strips, Series 6 (page 218).

**Word Drill:**

to mother	to Jack
to Dolly	to a little girl
to me	to a little boy

**Phonics:**

Review **m**, **t**, and **f**.

**LESSON 16****BEGINNING TO READ FROM THE PRIMER**

Up to this time the reading has been from the black-board or chart strips. The children are now ready to take up the Primer. In much of this work the sentence has been the unit of reading. In the book the unit of reading should be the sentence group. Each child should be encouraged to read the entire selection.

**The greatest reading incentive** which can be given a child is a book of charming pictures and attractive rhymes and stories. In order that the children may have the help and encouragement of this incentive, the use of the Primer is recommended at a very early stage in the process of learning to read. The teacher should make a real occasion of beginning the use of the books. She may tell the children that there is a little surprise in store for them. She may have the books ready for use, calling attention to the attractive cover design. What is it that interests the boy and girl? Are they looking at a picture or reading a story?

The chubby fairy inside the cover will not fail to please, and in the frame on the opposite page each child should find his name. This is a book for whose care he



is responsible. Show the children how to open a new book and how to turn the pages with careful, dry fingers. At the frontispiece let the class guess the names of children in the picture. Who owns the dog? The cat? The teddy-bear? Tell them that each will find stories of Dan, Ruth, and Jane in the new book.

Turn to the Good Morning song. What is in this picture? What are the children doing? Which is Ruth? Which is Dan? Is Jane there? Why not? Sing the song from the books. Have the children point to the name of the song. What is it? Find **Good Morning**. Find **to you**. Do not have the children read this selection orally at this time.

Collect the Primers and put them away. If, for several days, the children have the books only through the reading period, they will show a greater appreciation of the privilege of having them.

### Program 16

#### FORENOON

##### Reading:

Give out books.

Take time to enjoy them.

##### Word Drill:

Review words, using the game device.

##### Phonics:

Teach the sound of p.

#### AFTERNOON

##### Reading:

Review chart strips (pages 217, 218).

**Word Drill:**

Drill from word cards.

**Phonics:**

Drill from phonic cards using letters **m, t, f, and p.**

**LESSON 17**

Take up the Primer lessons on pages 4 and 5. Give the children time to enjoy the pictures. Throughout the book the illustrations are a vital part of each lesson.

What are the children saying? The lines below will tell us. Let the children read the first two lines silently to see what the little girl is saying. Let one read them aloud. Let all read the next two lines silently. Let one read them aloud. Let two children come forward and take the parts of the little boy and the little girl. Treat page 5 in the same way. Supplementary board lessons and lessons from the chart strips should be continued daily.

For the lesson teaching the word **find**, bring in several objects which children will enjoy finding in response to the written command.

Draw a picture of the sun and label it.

**Program 17****FORENOON****Reading:**

Sing the **Good Morning** song from the books.

Read the exercises on pages 4 and 5.

**Word Drill:**

Use phrase cards.

**Phonics:**

Drill from cards.

## AFTERNOON

## Reading:

Find a book.

Find a flower.

Find a dolly.

Find a ball.

## Word Drill:

find

fan

flower

ball

pig

## Phonics:

Phonic Game No. 10 (page 235).

## LESSON 18

Primer pages 6 and 7 are familiar to the children, so after enjoying the pictures and singing the song they may immediately turn to page 8. Each child in turn will enjoy acting the part of the little mother, reading the entire selection aloud. Whenever a child feels that he is acting a part, there will be no need to urge him to use correct expression, for that will come spontaneously. When the proper expression is not there, it is because he has failed to put himself in the place of the other person. Until the lesson is thoroughly familiar, the children should continue to read each sentence silently before it is read aloud. Experienced teachers read with expression because they have formed **the habit of looking ahead** and thus have the thought of the sentence before attempting to express it. Beginners cannot do this because word recognition is still to them a slow process. Rapid sight drills with the word and phrase cards and chart strips, train children to take in groups of words at a glance and hasten the time when they will not have to pause unnecessarily between sentences.

On page 9 the children will enjoy seeing the picture of the class playing **Go to Sleep**. They will be especially interested in the little rogue who is "peeking." Individual children may take the part of the teacher, reading in turn the four lines of the selection.

### **Program 18**

#### **FORENOON**

**Reading:**

Sing exercises on pages 6 and 7.

Read exercises on pages 8 and 9.

**Word Drill:**

Game Device.

**Phonics:**

Teach the sound of s.

#### **AFTERNOON**

**Reading:**

Use chart strips, Series 7 (page 218).

**Word Drill:**

Use word and phrase cards.

**Phonics:**

Rapid sight drill from the board on m, t, f, p, and s.

### **LESSON 19**

The following rhyme is used either for a blackboard or for a chart lesson:

Run, run, run,  
Oh such fun!  
Hop, hop, hop,  
Never stop.

Jump, jump, jump,  
To the pump.  
Fly, fly, fly,  
See me try.

The teacher may read the rhyme aloud two or three times, pointing along the lines as she reads. The children will readily act the jingles as they read them. The repetition and easy jingle make this very simple reading. **Hop** and **fly** are the new words to be learned from this selection.

Label an apple or the picture of an apple.

### Program 19

#### FORENOON

Reading:

Playing rhyme from board or chart.

Word Drill:

run          jump          hop          fly

Phonics:

Teach the sound of b.

#### AFTERNOON

Reading:

Run to me.          Hop to a little girl.

Hop to me.          Fly to Jack.

Jump to me.          Run to Dolly.

Fly to me.

Word Drill:

I see the girl.

the boy    the sun

the book   the pig

Phonics:

Drill with cards.

## LESSON 20

**Preparatory Drills.** In preparation for each lesson in the book the teacher should give board lessons, using the words that are to appear on the printed page. Then when the child turns to the lesson, instead of becoming discouraged by difficulties and stopping to work out words, he is prepared to read. It will not be necessary to teach every new word in this way, but enough new words should be taught to make the new lesson seem easy and attractive.

Pages 10 to 16 of the Primer should be presented as a single lesson. Pages 10, 12, and 14 are to be sung. Pages 11, 13, and 15 are to be read.

**Teaching a, an, the.** In preparation for this selection, special board drill should have been given to teach the word **the**. **A, an, and the** should always be given in connection with some noun, as, **a boy, an apple, the girl**. If these troublesome little words are never drilled upon alone they will present no difficulties in the reading lesson. **I like** is part of the fundamental vocabulary and as such should have had special drill before the child meets it here. **So early in the morning** is a phrase that will be recognized by position in the three reading lessons in which it is used (pages 11, 13, and 15). It requires no particular attention as children will get it from the song.

Have the children read the first sentence silently. Ask, "Can you read the first two lines? Can you read the next?" If any have difficulty the teacher should find what part it is that is giving trouble. Perhaps

some child may not recognize **the boys**. The teacher may write **the boys** and **the girls** on the board. If the child still fails to recognize these words he should be told them. The teacher should call attention to the fact that the last two lines are a single sentence. After the selection has been read silently several times let individual children read it aloud. Pages 12 and 13, 14 and 15, should be taught in the same manner as pages 10 and 11.

**This completes the first phase of the primer.** In these first lessons the word has been kept subordinate to the sentence, and the sentence subordinate to the sentence group. If a child is never permitted to read a sentence aloud till he has gained the thought by reading it silently, he will express the thought without halting between the words. If from the start he is encouraged to read not one or two sentences but the whole selection, he will be trained in one great essential quality of reading skill—the carrying of the thought from one sentence to another in order to grasp the larger thought in the paragraph.

### Program 20

#### FORENOON

##### Reading:

Something to do.	Run to a little girl.
Can you do it?	Go to sleep.
Read a book.	Wake up.
Come to me.	

##### Word Drill:

something,      do,      it,

##### Phonics:

Review the letter sounds studied.

## AFTERNOON

## Reading:

Sing the song on pages 10, 12, and 14.

Read the exercises on pages 11, 13, and 15.

## Word Drill:

Drill with cards.

## Phonics:

Play Phonic Game No. 10 (page 235).

## LESSON 21

Review lessons should be frequent. In the advanced lesson the children are bound to be more or less concerned with word forms, but in the familiar lesson they can enjoy the thought in the selection. Occasionally review all past lessons. Permit a child to come forward and read to the class the selection which he likes best.

Let the children make drawings of Humpty Dumpty on a Wall.

Label a hat.

Continue to watch for defects of speech and use enunciation drills. Write lists of mispronounced words upon the board and pronounce them with the children slowly and distinctly, even to the point of exaggeration, such as **morning, sleep, little, sing, run.**

## Program 21

## FORENOON

## Reading:

Teach the **Humpty Dumpty** rhyme from the board.

Review the chart lessons.



**Word Drill:**

Something to do.

run	clap	go	fly	read
jump	sing	come	hop	

**Phonics:**

Teach the sound of a.

**AFTERNOON****Reading:**

Review the Primer, pages 1 to 16.

**Word Drill:**

Review, using game device.

**Phonics:**

Enunciation Drill.

**LESSON 22**

Write in as many places as possible on the board:

I am.....

I am a little girl.

I am.....

I am a little boy.

Use the names of children in the class. Let each child in turn find the couplet bearing his name and read it to the class.

**Program 22****FORENOON****Reading:**

Use the names of children.

I am.....

I am a little girl.

I am a little boy.

I am.....

Word Drill:

I am little.

I am good.

Phonics:

Teach the sound of h.

#### AFTERNOON

Reading:

Game with chart strips, Series 7 (pages 218-220).

Word Drill:

Use word and phrase cards.

Phonics:

Review all sounds previously taught.

### LESSON 23

Let the children enjoy the pictures on page 16 and have them spend a few minutes in discussing some of the things that a child can do. After the lesson has been read silently, let each child in turn read a group of two sentences; as, "I can go to school. Can you?"

**Volunteer Lesson.** This is a good time for a volunteer lesson. Call upon one child and after he has read let another child who desires to do so, rise and read. Others may follow in the same manner.

Label a rose or the picture of a rose.

#### Program 23

#### FORENOON

Reading:

Use chart strips, Series 8 (page 218).

Word Drill:

girls and boys

balls and books

Phonics:

Use phonic cards.

#### AFTERNOON

Reading:

Read the exercise on page 16 of the Primer.

Word Drill:

Use word cards.

Phonics:

Rapid review of sounds from board.

#### LESSON 24

**Action Lesson.** Page 17 presents an action lesson. Read the title and the sentence in italics to the children. Let them read the sentences silently one at a time and indicate by a look or nod whether they can do what is suggested by each one. Afterward let each child in turn obey the command of the sentence.

**Word Study.** For board work the teacher may write the sentence, "What do you like to do?" and write answers as the children give them. **Play** should be one of the words given, and since this word is soon to be needed in the reading lessons, it may well be used a number of times.

From this time on place the phonic card with the picture and new letter to be taught in sight of the class the day before it is needed. Say nothing about it, but

a knowing look or smile will awaken sufficient interest to cause the children to know it when the time comes.

### Program 24

#### FORENOON

Reading:

What do you like to do?

Word Drill:

Play.

What do you like?

What can you do?

Phonics:

Teach the sound of r.

#### AFTERNOON

Reading:

Read the exercise on page 17 of the Primer.

Word Drill:

Game device for drill.

Phonics:

Review all sounds previously taught.

### LESSON 25

Read the title and the sentence in italics to the children. Compare the title with that on page 17. Page 18 is to be read silently. By passing up and down the aisles the teacher can see whether each child is getting the most from the lesson. Read the question at the bottom of the page to the children and let each read the reply to you.

**Program 25****FORENOON****Reading:**

Did you run?	Did you jump?	Did you play?
I did.	I did.	I did.

**Word Drill:**

Use word and phrase cards.

**Phonics:**

Teach the sound of d.

**AFTERNOON****Reading:**

Read and act the exercises on page 18.

**Word Drill:**

I am	I do	I see
I can	I like	I did

**Phonics:**

Review all sounds previously taught.

**LESSON 26**

**Mystery Lesson.** The rhyme on page 19 should be memorized if it is not already known. It is the first of the riddle, or mystery, lessons. Talk to the children about riddles. Ask which child can give one for the others to guess. Encourage the children to learn some riddles at home to repeat at school. Repeat other familiar riddles, as,

“Grandmother Twitchett has but one eye,  
And a long tail which she lets fly.  
Every time she goes over a gap,  
She leaves a bit of her tail in a trap.”  
(Needle and thread)

“Black we are and much admired,  
Men seek for us till they are tired.”  
(Bits of Coal)

“Little Nancy Etticoat  
In a white petticoat  
And a red nose,  
The longer she stands,  
The shorter she grows.”  
(A Candle)

Children do not get the same training in word recognition in a selection which has previously been memorized, but they get many other things quite as essential. With the drudgery of word study eliminated they will read these verses over and over, finding in them their first joy in reading. The only fundamental word on this page is **guess**. It will be learned by position here, and by its use in drills, it will soon become a part of the vocabulary.

**Baby** and **with** are the words to be learned in the blackboard reading lesson. **Sister** is also a new word and it may be treated here incidentally, for it is easily fixed in mind.

### Program 26

#### FORENOON

Reading:

Do you see me?	I play with Kitty, too.
I am a baby.	I can not read a book.
I am Jack's little sister.	I am too little.
I play with Jack.	

## Word Drill:

I can play with Jack.

I can play with Kitty.

I can play with a ball.

I can play with baby.

## Phonics:

Teach the sound of c.

## AFTERNOON

## Reading:

Read the exercise on page 19.

## Word Drill:

play with you

baby with a ball

with me

with Kitty

## Phonics:

Review all sounds previously taught.

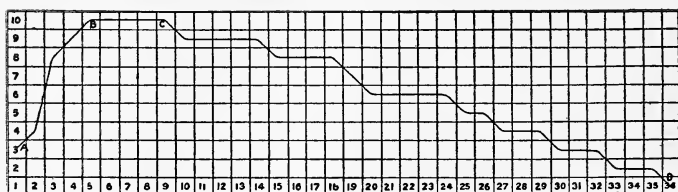
## LESSON 27

## THE PERIOD OF DIFFICULTY

Pages 20-42 cover the third phase of the Primer. At about this stage in the process of learning to read, that is, from about the fourth to the ninth week, classes are apt to meet what is generally recognized as the "period of difficulty" in learning to read. Up to this time, the children have depended pretty largely on the teacher. Having little knowledge of the sound elements, which will later help them in pronouncing new words and recalling those that are half forgotten, children slow down in the process of reading and show a tendency to confuse even those words whose

forms are most familiar. Difficult lessons at this time are apt to cause permanent discouragement. In attempting to meet this condition the lessons in this part of the Primer have been made as easy as possible without sacrificing interest. The characters of Dan, Ruth, and Jane are introduced with little rhymes and stories of them and their pets. The sentences are kept short. Familiar words are repeated again and again. New words are introduced very gradually. From the sen-

#### THE PERIOD OF GREATEST DIFFICULTY



ABCD represents the curve of difficulty in teaching reading the first year, according to experienced primary teachers. The curve rises with increasing difficulty for the child and falls as the work becomes easier. The diagram shows that the greatest difficulty arises during the weeks 2 to 9.

tence group the child has been led to the sentence, and from the sentence to the word. He must now gain facility in rapid word recognition in order to gain the thought in the new sentences he meets.

It will be necessary for the teacher to prepare lessons several days in advance in order that she may give the proper board work to fit classes to take up the lessons in the book. Words in the book are often recognized by position, and unless a child has sentence and word



drills he may not recognize the word when he meets it in another place.

Before taking up the lesson on page 20 the teacher may tell the children of Dan and Ruth, the little brother and sister whose games and pets are told about throughout the book. Turn back to the frontispiece, then find other pictures of the children farther on.

Reference to the special word list, page 226, will show the teacher in advance which are the new words and whether they will be used frequently enough to make them part of the fundamental vocabulary. For instance, the new words on this page are **Dan** and **am**. As will be seen by the chart both of these are fundamental words. **Dan** is a name word and will require very little drill. **Am** is one of the colorless words best taught in connection with other words. It should be familiar through drills given in the preceding lessons.

With all mechanical difficulties removed the child approaching the lesson will be able to devote his whole attention to the thought.

### Program 27

#### FORENOON

##### Reading:

Read silently and answer:

What do you like?

What can you do?

What can you find?

What did you read?

What can you guess?

What can you sing?

**Word Drill:**

Select for drill five easy words and five that give trouble.

**Phonics:**

Review the sounds previously taught.

**AFTERNOON****Reading:**

Read the exercises on pages 20 and 21.

**Word Drill:**

Game with chart strips, No. 8.

**Phonics:**

Pronounce slowly:

like	love	long
lily	lemon	lips
little	Louise	lost

**LESSON 28**

Take time to enjoy the picture in this lesson (Page 22). What is Dan doing? What is Ruth doing? What does the story below tell us about them? Can you read the title? The first sentence? The second sentence? The next sentence is so long that it will not all go on one line. Can any one read this long sentence? So that is what Dan likes to do. The next sentence will tell us about Ruth.

Can you answer the question in the last sentence? Now let us read the whole lesson silently. Shall we read it again? Now who would like to read the whole lesson aloud?

**Program 28****FORENOON****Reading:**

Do you see me?

I am Jack's dog.

I run and run and run.

I find Jack's ball.

I like Jack and Jack likes me.

Jack is good to me.

Jack plays with me.

Do you like dogs?

**Word Drill:**

I am a boy.

I am little.

Jack is a boy.

Jack is little.

**Phonics:**

Teach the sound of g.

**AFTERNOON****Reading:**

Read the exercise on page 22.

**Word Drill:**

Use word and phrase cards.

**Phonics:**

Review the sounds previously taught.

**LESSON 29**

In teaching the rhyming lessons, of which Ruth's Kitty on page 23 is an example, the teacher may read the rhyme several times and then allow individual children to read it. Let the children point out certain words or lines for the teacher to write upon the board. Through this little rhyme, the children should learn the words **kitty** and **mew**, thus preparing two

new words for recognition in the next lesson. For seat work, the children may make drawings or cuttings of kitty on the fence.

### **Program 29**

#### **FORENOON**

##### **Reading:**

Review the exercises on pages 21, 22, and 23.

##### **Word Drill:**

Game with chart strips.

##### **Phonics:**

Teach the sound of 1.

#### **AFTERNOON**

##### **Reading:**

Teach the rhyme on page 23.

##### **Word Drill:**

Game device from the board.

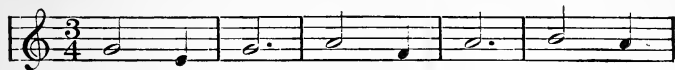
##### **Phonics:**

Review the sounds.

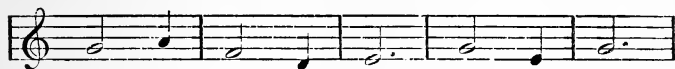
### **LESSON 30**

The first dialog occurs on page 24. One child should take the part of Ruth and another the part of the Kitty. Let the two children who are to read the dialog come forward. If possible have each child in the class take one of these parts, for it is here that he must become accustomed to the name in italics pointing out the part he is to take.

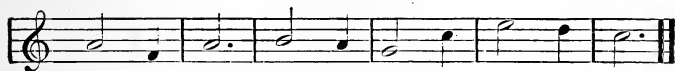
## BABY DEAR



Ba - by dear! Ba - by dear! God in



Heav - en sent you here. Smile and grow!



Smile and grow! Ba - by dear, we love you so.

## Program 30

## FORENOON

Reading:

Teach the song **Baby Dear** (page 26).

Word Drill:

Select five difficult words and five easy words for board drill.

Phonics:

Drill with cards.

## AFTERNOON

Reading:

Read the exercises on page 24.

Word Drill:

Use word and phrase cards.

Phonics:

Phonic Game No. 10 (Manual, page 235).

## LESSON 31

The rhyme on page 25 should be taught the same as the other rhymes. The word to be learned from this rhyme is **hear**. It will also help to fix in mind the words **I like** and **my** which have appeared in previous lessons.

**Looking Ahead.** The teacher should continue to look ahead and select for board drills new words which are soon to appear in the books. The special word list should prove a daily help. Though the reading lesson for this day is on page 25, the board lesson should help to prepare the way for the advance lessons. For instance, the word list for page 27 shows three new words, **Jane**, **baby**, and **not**. **Baby** and **not** are fundamental words, and therefore require special attention. **Jane** is a name word and since name words call up a very definite picture of a character in the book they will be learned without special drill. While not exactly a name, **Baby** would be learned in the same way. The song on page 26 will also help in fixing the word in mind. **Not** is a colorless word best taught in relation to other words. Instead of presenting **not** alone or in a list of words where it means nothing to a child, it is first used in a sentence such as, "Baby can not sing a song."

## Program 31

## FORENOON

Reading:

Review the Primer lessons already read.

Word Drill:

Baby can not sing a song.

Baby can not read a book.

Baby can not go to school.

Phonics:

Teach the sound of w.

#### AFTERNOON

Reading:

Read the exercise on page 25.

Word Drill:

Game Device.

Phonics:

Review the sounds previously taught.

### LESSON 32 (Page 26)

The children may sing from the books the song which they have learned in a previous lesson. From this little song they have learned the word **baby**.

Children should have memorized fourteen letter sounds. Their phonic games should have made them proficient in finding the sound in the spoken word. They may now be led to discover familiar sounds in the words of the reading lesson.

#### Program 32

##### FORENOON

Reading:

Oh dear! Oh dear!

Kitty is lost!

Come Kitty! Come Kitty!

I cannot find you.

Oh dear!

Kitty is lost!

Can you find Kitty,

Jack?

**Word Drill:**

I lost my ball.

You found it.

I lost my book.

I lost my dolly.

Baby found it.

Jack found it.

**Phonics:**

Write a list of words beginning with t.

**AFTERNOON****Reading:**

Sing the song on page 26.

Review other songs previously learned.

**Word Drill:**

find

good

it

found

my

dog

is

lost

ball

**Phonics:**

Write a list of words beginning with s.

**LESSON 33 (Page 27)**

Preliminary to this lesson, lead the children to talk of the babies at home. A few such questions as, "Who has a baby at home? Is it a little brother? A little sister? How old is baby? What can baby do?" will lead to many spontaneous and happy expressions.

Sing again the song on page 26. Then introduce the Primer baby, Jane. Whose sister is she? Who are the other children in the picture?

**Word Study.** Previous reference to the special word list should have shown the teacher that the new words



for this lesson are **Jane**, **baby**, and **not**. **Baby** should have been learned from the song and **not** through the board lesson (Program 30). However, it may be well to have the children point out these new words in the lesson before attempting to read it. **Jane** will be learned very readily from position here. After telling children the word **Jane**, have them find it again in the reading lesson.

With word difficulties eliminated pupils should be able to read about Jane. This little lesson is what she would say to us if she could talk. Who knows what she says in the first line? In the second? In the third? Have the children read silently while the teacher passes along the aisle encouraging and helping them where necessary. When the lesson has been read silently two or three times, ask, "Who would like to be Jane and read the lesson for the rest?" Let the children in turn pass to the front of the class and read aloud.

Write the following word groups on the board for children to pronounce and point out the familiar initial letter:

fan	rose	girl
find	read	go
	Ruth	good
we	run	
wagon		play
way	sing	pig
with	song	
	so	
lily	sleep	dog
like	sun	dolly
little	am	did
lost	and	do

cat	Mother	baby
can	me	boy
come	mew	ball
cap	my	books

Add names of children in the class or names of their brothers and sisters to these lists.

### Program 33

#### FORENOON

##### Reading:

Mark is Dan's dog.	He can play.
He is a good dog.	He can find a ball.
He can run.	What can Kitty do?

##### Word Drill:

I am good.	I am not little.
He is good.	He is not little.

##### Phonics:

Teach the sound of n.

#### AFTERNOON

##### Reading:

Read the exercise on page 27.

##### Word Drill:

Use word cards.

##### Phonics:

Find the initial sounds in familiar words.

### LESSON 34 (Primer, pages 28 and 29)

The rhyme on page 28 introduces Dan's playfellow, Mark. Children should be given a little time to enjoy the picture and to tell something of their dogs. The

teacher should then read the rhyme and let individuals read it in turn.

**Word Drill.** For word drill have the children point to the following words on page 29 when the teacher names them:

Mark	dog	lost
found	play	run
ball	I like	my
good	find	can

The teacher may pass down the aisle and determine whether or not the children are pointing to correct words.

The special word list shows that there are five new words on page 29. **Mark** will be recognized through the rhyme on page 28. **Lost** and **found** should be familiar through their use in word drills and in board lessons. **Run** is known through its use on the chart strips. This leaves **will** as the only unfamiliar word.

Have the children read again the rhyme on page 28. Who is the boy on page 29? Who is the dog? What are they doing? Shall we read the lesson below and find out? What is the title? If the children do not recall the word **playing**, have them turn back to page 8. Have the children read the first line (page 29). Who is talking? The next sentence has a new word. The children may be able to get this word from the context. If not, the teacher should read the sentence aloud. Call attention to **will**. Write it on the board and call attention to the sound of the initial letter. Return to the books and have the children start again and read the first two sentences silently. What does Dan say to Mark in the next line? This sentence may give trouble as **ball** and

**lost** are almost new words, and **is** and **my** are not very easy words to remember. If so, read the sentence to the children and have them read it. What else did Dan say? Continue reading a sentence at a time until all the sentences have been read. Then let all together read the whole lesson silently. Ask the children to think just how Dan said this. Who would like to play that he is Dan and read it to us that way?

This is a splendid **expression lesson** and will succeed as such if each child feels that he is acting a part.

In the phonic drill period have the children turn back to some review lesson, for instance, that on page 17. Let each child in turn point out some familiar word and name its initial sound.

### **Program 34**

#### **FORENOON**

##### **Reading:**

Read the rhyme on page 28.

##### **Word Drill:**

Find familiar words on page 29.

##### **Phonics:**

Find the sounds in familiar words in the book.

#### **AFTERNOON**

##### **Reading:**

Read the exercise on page 29.

##### **Word Drill:**

Game with chart strips.

##### **Phonics:**

Use the phonic cards

## LESSON 35

**Word Study.** The special word list shows that page 30 has four new words. **Once** is an incidental word and needs no particular attention as it will be recognized here—the only place that it is needed just now. **He**, **was**, and **her** should be used in board sentences. **We** and **our** are included in the list to remind the teacher that they have not appeared in the lessons for some time. Turn back to page 11 and refresh the memory by pointing out these two words. Use them in board sentences.

In presenting the lesson, have the children turn to page 30. Who is this baby? Who is the dog? What are they doing here? If we are not sure, the story below will tell us. What is it about? **Our**, being in capitals, may give trouble. If so, it should be told. The heart of this page is in the last two lines. Tell the children the word **once**. They should have no difficulty in reading the remainder. They will enjoy looking at the picture and reading this little lesson. Then let them take turns in reading the lesson aloud. Ask how each thinks it happened that Jane was lost. Where was she lost? Why? Now is the time for the teacher to say, "This reminds me of a little story I have read. My story is about two little children who were lost. Would you like me to tell it to you for our next story?" She should then tell the story of "The Babes in the Wood."

**Rhyming Words.** Children may now be led to compare rhyming words and recognize the similarity in their endings. For directions see page 239.

**Program 35****FORENOON****Reading:**

Review lessons from the book.

**Word Drill:**

Give me a book.

Give.....a flower.

Give the flower to.....

Give.....a ball.

Give the ball to.....

**Phonics:**

Rhyming game No. 1.

**AFTERNOON****Reading:**

Read the exercise on page 30.

**Word Drill:**

Use the word cards.

**Phonics:**

Rhyming Game No. 1.

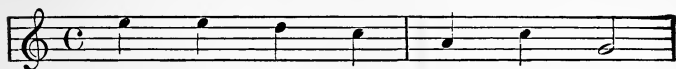
**LESSON 36**

On page 31 the easy little jingle may be half repeated, half read. **Oats, hay, and water** are incidental words and will be learned by position.

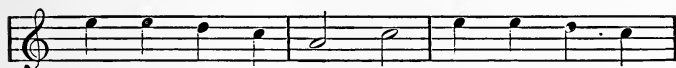
Introductory to this lesson, children should be given a few minutes to discuss the pictures and to tell of their pets.

The first four lines on page 32 are to be sung, not read. It is not necessary to sing them more than once or twice at this time, as the children will enjoy returning to them later.

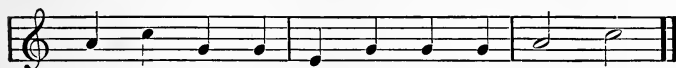
## PONY JIM



Po - ny Jim loves oats and hay,



Po - ny Jim loves wa - ter; Po - ny loves to



draw the cart with Fa-ther's lit - tle daugh - ter.

## Program 36

## FORENOON

Reading:

Read the exercise on page 31.

Word Drill:

Jim wants some oats.

He wants some water.

He wants some hay.

Phonics:

Find the sounds in the familiar words in the book.

## AFTERNOON

Reading:

Read the exercise on page 32.

Word Drill:

Game with chart strips.

Phonics:

Rhyming Game No. 2.

**LESSON 37** (Page 33)

To secure proper expression, have each child while reading play that he is taking the part of Jim. Use the following as a blackboard lesson:

Mark is Dan's dog.

Once Baby Jane was lost.

He can run and jump.

Mark found her.

He can find a ball.

Dan likes Mark.

He can bark.

He gives him something to eat.

Give enunciation drills with words using the sound **th**, a sound that often gives trouble. Have the children pronounce the following words slowly and distinctly: **these, those, this, that, them, there.**

**Program 37****FORENOON****Reading:**

Read sentences from the board.

**Word Drill:**

Write on the board:    What do you want?

Write the answers as the children give them:

I want some.....

**Phonics:**

Enunciation drill.

**AFTERNOON****Reading:**

Read the exercise on page 33.

**Word Drill:**

Use the word cards.

**Phonics:**

Phonic Game No. 3.



**LESSON 38** (Primer, pages 34 and 35)

Memorize the rhyme on page 34, teaching it in the same way in which the other rhymes have been taught.

For the word drill following write on the board: Would you do that to a pony? What would you do? If the children do not recognize **would**, have them compare the word with **would** on page 34.

Write answers to the second question as the children give them. Use familiar words when possible, but do not hesitate to use others when they are needed to express the thought.

Study the pictures in preparation for the lesson. Let each child in reading this exercise feel that he is taking the part of Dan.

**Program 38****FORENOON**

Reading:

Memorize **Dapple Gray**.

Word Drill:

Would you do that to a pony? What would you do?

Phonics:

Rhyming Game No. 3.

**AFTERNOON**

Reading:

Playing **Mark**, page 35.

Word Drill:

Use word cards.

Phonics:

Find sounds in familiar words.

**LESSON 39**

Before taking up page 36, turn back to page 19. One mystery lesson will lead to the other. The two riddles on page 36 should be read silently. Then each may be read aloud. This is one of the best kinds of material with which to train a child to carry the thought from one sentence to another; for in order to guess the riddle he must keep each point in mind.

In preparation for the color words, draw a red ball upon the blackboard and write under it with red crayon, "A red ball." Do the same in preparing for **blue**. The next day add **yellow** and **green**, and later add **white** and **brown**. For seat work give the children cards on which the color words have been written. Give them disks of colored paper to match with the words on the card.

Page 24 should be reviewed in preparation for the dialog on page 37.

**Program 39****FORENOON****Reading:**

Review the exercise on page 24 and other lessons.

**Word Drill:**

Point out the following words on page 36:

guess	red	it
eat	good	catch
Dan	little	play
mew	baby	me

**Phonics:**

Develop the **an** group from **Dan** (page 241).

## AFTERNOON

Reading:

**Something to Guess.**

**Guess This, page 36.**

Word Drill:

Select and alternate ten easy and ten difficult words for drill.

Phonics:

Drill on the **an** group.

## LESSON 40

**Word Study.** In the little dialog on page 37, Dan and Ruth are playing the guessing game. In preparation for this as for each other lesson, the teacher should study the special word list. Of the five new words, **yes** has been learned through the chart strips, **apple** through the phonic cards, and **an** through work with the **an** group in phonic drill. **Have** and **for** are both found in the first sentence which should be read to the children. These being colorless words, should both receive special attention in word drills.

After the usual preparation by silent reading, let the children in turn take the parts of Dan and Ruth and play the guessing game. For seat work, let the children cut and color the design of an apple with stem and leaf.

## Program 40

## FORENOON

Reading:

Find a red ball.

Find a blue flower.

Find a blue ball.

Find a white flower.

Find a yellow ball.

Find a yellow flower.

Find a white ball.

Find a red flower.

**Word Drill:**

Point out following words on page 37:

something	apple	I	good
guess	round	like	what
red	did		
little	yes		

**Phonics:**

Review the sounds previously taught.

**AFTERNOON****Reading:**

**Ruth Can Guess**, page 37.

**Word Drill:**

Use the word cards.

**Phonics:**

Review the **an** group.

**LESSON 41**

Page 38 is so simple as to require very little preparation. Let the children read each line silently and point to the answer.

Colors, on page 39, should be half memorized, half read.

**Using Phonic Words in Sentences.** The children should now begin to use words of the **an** group, in simple sentences, as,

I have an apple.

I see a fan.

Father is a man.

Where is the little pan?

**Program 41****FORENOON**

Reading:

**Where**, page 38.

Word Drill:

Blackboard drill with game device.

Phonics:

Use **an** words in sentences.

**AFTERNOON**

Reading:

Colors, page 39.

Word Drill:

What can you do?

I can see with my eyes.

I can hear with my ears.

I can walk with my feet.

I can smell with my nose

I can eat with my mouth.

Phonics:

Rhyming Game No. 3.

**LESSON 42**

In reading the exercise on page 40, encourage the children to express the thought correctly. For seat work, let the children draw and color a basket of Easter eggs.

On page 41 have the children read the exercises silently, then act them. As a seat work exercise, have the children match colored paper disks and squares.

**Program 42****FORENOON****Reading:**

Hallowe'en, or other board lesson suitable to the season.

**Word Drill:**

ears	hear	nose	smell	feet	walk
eyes	see	mouth	eat		

**Phonics:**

Develop the ill group from will.

**AFTERNOON****Reading:**

The exercises on pages 40 and 41.

**Word Drill:**

I have two eyes.	I have one mouth.
I have two ears.	I have two feet.
I have one nose.	

**Phonics:**

Review the ill group.

**LESSONS 43, 44, and 45 (Pages 41 and 42)****THE USE OF CHARMING STORIES**

In these lessons the children are introduced to their first long unit. In order that they may read with appreciation, the story of "The Little Pig" should be presented to them as a complete whole and not a few sentences or a page at a time. The teacher may tell the story to the children. In order to do this well, she should study it until she is perfectly familiar with it.

## THE LITTLE PIG

Once there was a tiny little pig. He lived with his mother in a pen. When he was just a baby pig he did not know very much but as he grew older he learned new things every day.

One day he found his four little feet and he said,

"Wee, wee, Mother!  
See what I have found.  
See my four little feet.  
What can I do with them?"

His mother said, "You can walk and run with them."

That made the little pig very happy, and he ran up and down the pen crying, "See me walk. See me run."

Next he found his two little eyes and he cried,

"Wee, wee, Mother!  
See what I have found.  
See my two little eyes.  
What can I do with them?"

"You can see with them," said his mother. "Do you see me?"

"Yes," said the little pig, "I see you. I see a girl. I see a man. I see a boy. I see a dog and a cat."

Next the little pig found his two little ears. He said,

"Wee, wee, Mother!  
See what I have found.  
See my two little ears.  
What can I do with them?"

"You can hear with them," said his mother. "What do you hear?"

"I hear you, Mother," said the little pig. "I hear the girl. I hear the man. I hear the dog bark. I hear the cat mew."

Next the little pig found his one little nose. He said,

"Wee, wee, Mother!  
See what I have found.  
See my one little nose.  
What can I do with it?"

"You can smell with it," said his mother. "Can you smell your dinner?"

"No, I cannot smell my dinner," said the little pig. "Where is my dinner? I cannot find it. There is no dinner here."

Next the little pig found his one little mouth. He said,

"Wee, wee, Mother!  
See what I have found.  
See my one little mouth.  
What can I do with it?"

"You can eat with it," said his mother. "You can eat your dinner."

That made the little pig very, very hungry and he cried with a loud voice,

"Wee, wee, I want my dinner! Where is my dinner?"

Just then a girl came with a pail. Splash went the dinner into the trough.

"Come, piggy, piggy!" said the girl. "Come, piggy, come piggy! Here is your good dinner."

**Word Study.** Since this lesson covers several pages, it presents a new problem in word preparation. The special word list on page 227 of this Manual contains the



following new words from pages 43, 44, 45, 46, and 47 of the Primer:

pig	feet	wee
man	walk	four
cat	eyes	them
	ears	dinner
	nose	no
	smell	there
	one	here
	two	piggy
	mouth	

Of the first group **pig** and **cat** are already familiar through their use on the phonic cards. **Man** is one of the familiar words of the **an** group.

The words of the second group are not wholly new as they have been used in blackboard lessons. This leaves the eight words of the last group as the wholly unfamiliar words. Most of them will be recognized from the context. The teacher should make a note of such words as are not readily recognized and give special blackboard drill upon each. Do not expect the children to recognize all of the words perfectly the first time that they have the lesson. Repeated readings fix the words in mind. If a child fails to recognize a word, tell him the word promptly, unless it is one that he is able to sound. Then have him start the sentence again so that there may be no break in the continuity of thought.

Tell the story on at least two different occasions before it is taken up in the book.

Then let the children follow the story by pictures. What is the little pig saying in the first picture? What does his mother say to him? What is he saying in the

second picture? in the third? in the fourth? in the fifth?

Point out the names in italics, *Little Pig*, *Mother*, and *Girl*, and make certain that the children understand that these words are to point out the speaker, and are not to be read aloud.

Ask, "Who can read the first thing that the little pig says to his mother?" Let one child read the first four lines. Then, "What does the mother say?"

In the same manner proceed through the whole dialog. Three children may then be selected to take the parts of the three characters. They may come forward and face the class while they read.

The children will enjoy making a "Little Pig" booklet. Let them paste in the booklet freehand cuttings of Mother Pig, Little Pig, the pail, the trough, the girl, the man, the boy, the dog, and the cat.

### Program 43

#### FORENOON

##### Reading:

Repeat the story of **The Little Pig**.

Follow the story in illustrations.

##### Word Drill:

I have two eyes.

Kitty has one nose.

Kitty has two eyes.

I have one mouth.

I have two ears.

Kitty has one mouth.

Kitty has two ears.

I have two feet.

I have one nose.

Kitty has four feet.

##### Phonics:

Teach the sound of j.

## AFTERNOON

Reading:

Read **The Little Pig**.

Word Drill:

Game Device.

Phonics:

Review the sounds including the phonograms  
**an** and **ill**.

**Program 44**

## FORENOON

Reading:

Memorize and read **Five Little Pigs** (page 42).

Word Drill:

The pig says, "Wee, wee!"

The cat says, "Mew, mew!"

The little bird says, "Peep, peep!"

Phonics:

Sound:	can	man	fan	ran
	will	pill	hill	kill

## AFTERNOON

Reading:

Tell the story of **The Little Pig**.

Word Drill:

feet	smell	bird
walk	mouth	nose
eyes	one	wee
ears	pig	

Phonics: .

Use the **ill** words in sentences.

**Program 45**

## FORENOON

Reading:

Read **The Little Pig**.

There was a little pig.

He said, "Wee, wee!

See what I have found."

There was a little bird.

She said, "Peep, peep!

I want my mother."

Word Drill:

Select the words which give trouble.

Phonics:

Develop the **ound** group from **found**.

## AFTERNOON

Reading:

Read **The Little Pig**.

Word Drill:

Use word cards.

Phonics:

Drill on the **ound** group.**LESSON 46**

Teach the rhymes on page 48 the same as the other rhymes have been taught.

For word drill write the following questions and write answers as the children give them.

What can a boy do?

What can a girl do?

What can a bird do?

What can a dog do?

**Program 46****FORENOON**

Reading:

Exercise on page 48 of the Primer.

Word Drill:

Game Device.

Phonics:

Review the **an**, **ill**, and **ound** groups.

**AFTERNOON**

Reading:

**What Can You Do?** (Primer, page 49).

Word Drill:

What can a boy do?

Phonics:

Find sounds in familiar words.

**LESSONS 47 AND 48**

The dialog of the **Three Little Birds** should be treated the same as that of **The Little Pig**. Familiarity with the whole story gives the children the grasp of the selection as a whole. It should be told as follows:

**THREE LITTLE BIRDS**

Once upon a time there was a mother bird. She had three little baby birds. The first was called Bright Eyes, the second was called Red Wing and the third who was little more than a ball of down, was called Fuzzy.

With three hungry mouths to feed, the mother was very busy. Such noisy little creatures as those babies were! While their

mother was gone they curled down in the nest still as mice, but the minute that they heard her coming they opened their tiny bills and began to scream.

"Peep! Peep!" cried Bright Eyes, "I want my mother."

"I am so hungry," cried Red Wing.

"Peep! Peep!" cried little Fuzzy, "I want something to eat!"

Then their mother would say, "Do not cry, little birds. Here is something to eat," and into each open bill would go a bit of the dinner that she had brought.

As they grew stronger the little birds asked to fly, but the mother said, "You cannot fly now. You are too little. I will find you something to eat."

Away she went and the little birds curled down in the nest still as mice but when they heard her coming they screamed as before.

"Peep! Peep!" said Bright Eyes, "I want my mother!"

"I am so hungry," cried Red Wing.

"Peep! Peep!" cried little Fuzzy, "I want something to eat!"

So the busy mother filled the hungry mouths.

The little birds grew stronger and flapping their tiny wings begged to fly, but the mother bird whispered, "You can not fly now. I see the cat. Be good little birds. I will find you something to eat."

Away she flew and the birds curled down as still as mice. They were large birds now, large enough to know better, but when their mother came they screamed as loudly as ever.

"Peep! Peep!" said Bright Eyes, "I want my mother!"

"I am so hungry," cried Red Wing.

"Peep! Peep!" cried little Fuzzy, "I want something to eat!"

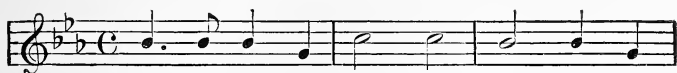
"Here is something," said the mother, and when they had eaten, each little bird peeped loudly, "When can I fly?"

The mother bird looked carefully around. Then she said, "The cat has gone. She will not catch you now. Come, little birds. This is the way to fly!"

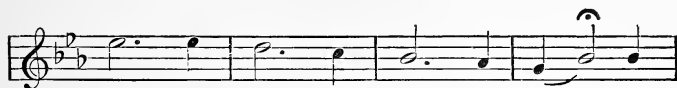
She fluttered to the ground and after her came three happy little birds, Bright Eyes, Red Wing, and little Fuzzy like a ball of down.

After the story has been told the lesson may be read, the parts being taken by the different children. Let the children who are taking the parts of the little birds and their mother act out the little play as they read.

### THE BLUEBIRD



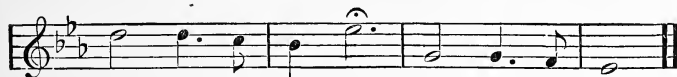
Pret - ty lit - tle blue - bird, why do you



fly? Come back, come back to me. "I



go," said the bird as he flew on high, "To



see if my col - or match - es the sky."

The cat has nothing to say in the dialog but it is a great addition to let some child take the part of the cat prowling near.

In addition to studying her special word list in selecting words for drill, the teacher should watch for and list any words that give trouble.

**Program 47**

## FORENOON

Reading:

Sing **The Bluebird**.Tell the story of **Three Little Birds**.

Word Drill:

Point to the following words, pages 51, 52, 53:

peep something

hungry eat

fly mother

I will cat

This is the way catch

Phonics:

Teach the consonant sound of **y**.

## AFTERNOON

Reading:

Read **Three Little Birds**.

Word Drill:

Select difficult words.

Phonics:

Drill on the **an**, **ill**, and **ound** groups.**Program 48**

## FORENOON

Reading:

Read **Three Little Birds**.

Word Drill:

Use word cards.

Phonics:

Develop the **ay** group from **hay** (Manual, page 250).



## AFTERNOON

Reading:

Read **Three Little Birds**.

Word Drill:

Use Game Device.

Phonics:

Use the **ay** words in sentences.

## LESSON 49

**The Secret** on page 54 should be read to the children until it is partly memorized, then read by them as a dialog. Have the children point out the following words:

secret	some	it	birds
tell	brown	in	there
apple	tree	blue	robin

Before taking up the exercise on page 55, turn back to page 36. The children should then be given the new puzzle lesson to read silently and guess.

For seat work, stencil sewing cards with the robin design to illustrate the lesson.

## Program 49

## FORENOON

Reading:

Read **The Secret**, page 54.

Word Drill:

Where is Dan?

When can you go?

What can you do?

Who is it?

Phonics:

Develop the **ake** group from **make**.

## AFTERNOON

Reading:

Read **Guess Who I am** (page 55).

Word Drill:

Game Device.

Phonics:

Review the **ake** and **ay** groups.

## LESSON 50

The exercises on pages 56 and 57 should be taught in the same manner as were the other riddle lessons. These lessons help greatly in developing a taste for silent reading. The children should now be given a ten-minute period each day for reading review lessons. Gradually this may be made to include a study of the new lesson. They should be made to feel that this is a period of privilege and delight, not a time for drudgery.

Directions for making a kite may be found in this Manual, page 281.

## Program 50

## FORENOON

Reading:

**Who Am I?** (page 56).

Word Drill:

bird	eggs	nest	sing
fly	peep	tree	hungry

Phonics:

Develop the **ark** group from **Mark**.

## AFTERNOON

Reading:

Read **What Am I?** (page 57).

Word Drill:

Father bird	Let's keep them warm
Mother bird	Let's make a nest
Baby birds	Let's sing
Three blue eggs	

Phonics:

Review the groups.

## LESSONS 51 AND 52

Since the children have already had several bird lessons, **The Nest in the Tree** will require very little introduction.

The teacher may call attention to the picture and then read the story slowly and distinctly while the children follow the lines in the book. She may then read the story a second time, passing down the aisles as she reads, to be sure that the children are able to keep the place. In this way the children get the grasp of the story as a whole and become able to recognize many of the words through the context.

The special word list shows that, of the 24 new words on these five pages, only five are fundamental words. These should be fixed in mind through practice sentences and word drills. As children learn to love this little lesson and to read it over and over, they will unconsciously fix in mind many of the incidental words which could be learned by themselves only through tiresome drill. This is the natural and therefore the ideal way

for a child to acquire a vocabulary. Do not expect the children to master all of the words in one or two readings. Give them plenty of help at first. The important thing is the grasp of the story as a whole, then the free, easy sweep of the sentences. Recognition of each separate word comes only through practice. Pointing to words in the text as the teacher names them, helps greatly in fixing the words in mind. Occasionally let a child take the place of the teacher and name words for others to find.

This selection is too long for one child to read alone each time it is read. One child may read several sentences, then another may read several, continuing in this way until the story is finished.

### **Program 51**

#### **FORENOON**

Reading:

Read to the children **The Nest in the Tree.**

Word Drill:

Have the children find phrases and words:

Once upon a time	Made a nest
Father bird	some eggs
Mother bird	three blue eggs
said	hungry
make a nest	something to eat

Phonics:

Teach the sound of n.

#### **AFTERNOON**

Reading:

Read **The Nest in the Tree.**

Word Drill:

Rapid sight drill from the board.

Phonics:

Review all of the groups given.

### Program 52

#### FORENOON

Reading:

Read **The Nest in the Tree.**

Word Drill:

The birds were in the tree.

The eggs were in the nest.

Where were the baby birds?

Phonics:

Teach the **ook** group from **book**.

#### AFTERNOON

Reading:

Read **The Nest in the Tree.**

Word Drill:

Use the Word Cards.

Phonics:

Use the **ook** words in sentences.

### LESSON 53

Let the children memorize and read the poem on page 63 of the Primer.

The lesson on page 64 should be given in the same manner as were the other riddle lessons. If the children do not remember the word **but**, have them turn back and find it on page 57. Pronounce it slowly for them and

call attention to both the initial and the final consonants. Recall the word **time** by pointing to the phrase, **Once upon a time**, page 58. **When** is another word which may require special attention in board drill. Let the children discover **talk** by comparing it with **walk**. Let them get first **hand** then **hands** from **and**. Write the following words on the board for special drill:

but	time	when	talk
walk	hands	and	play

### Program 53

#### FORENOON

Reading:

Read **Fly Away, Jack**, page 63.

Word Drill:

Drill on the words from page 64.

Phonics:

Teach the **all** group from **ball**.

#### AFTERNOON

Reading:

Read **What Am I?** (page 64).

Word Drill:

Sing **The Clock**, page 65.

Point out the following words:

dear	brown	time
clock	hands	like
little	it	do
face	what	is

Phonics:

Review the word groups.

## LESSON 54

Precede the lesson on page 66 with an informal talk on the home. The teacher may question the children concerning the habits of animals, bringing out the idea that each one chooses the home best suited to his needs. The silent reading and discussion of this lesson are more important than is the oral reading.

The poem **Why**, on page 67, should be memorized and read. See that this is done with spirit and animation. For seat work, draw and color the flower, the bee, and the butterfly. Let the children cut butterflies from folded paper. Open the wings, and color them.

## Program 54

## FORENOON

## Reading:

Discuss and read the exercise on page 66.

## Word Drill:

Blackboard.

Review the first 25 words of the fundamental vocabulary. (See Manual, page 223.)

## Phonics:

me	see
be	wee
he	bee
we	

## AFTERNOON

## Reading:

Read **Why?** (page 67).

**Word Drill:**

why	where	bee	said
when	what	house	this

**Phonics:**

Use the **e** words in sentences.

**LESSON 55**

Before taking up page 68, talk with the children about bees. Draw on the board the picture of a hive with bees. Study the pictures on pages 68 and 69. Why is the baby afraid? Read pages 68 and 69 to the children while they follow in the book.

**Word Building.** In the phonic lesson, write the letters **a** and **t** on the board for the children to sound. Show them that when these two sounds are blended they make the word **at**. Then write the words in the **at** group for children to sound.

Memorize and read the poem **What They Do**, page 70.

Call attention to the name of the author. Tell the children that Christina Rossetti has written many delightful poems for children and if possible read one or two of her other poems aloud.

Let the children make freehand cuttings of round and square hives. Let them cut and mount bees flying around the hives.

**Program 55****FORENOON****Reading:**

Talk of bees.

Read **The House that Dan Built**.



**Word Drill:**

Select difficult words for drill.

**Phonics:**

Teach the **ing** group.

## AFTERNOON

**Reading:**

Read **What They Do**, Primer, page 70.

**Word Drill:**

Blackboard review of the second 25 words of the fundamental vocabulary.

**Phonics:**

Review words of the **ing** group.

## LESSON 56

Before taking up page 71, show the children that **ing** may be added to the following familiar words:

do	bark	fly	jump
play	eat	catch	look

In teaching the **at** and **an** groups, present them as follows:

an	at	at
Dan	hat	an
fan	fat	fat
man	cat	fan
can	mat	pan
ran	sat	pat
pan	bat	cat
tan	pat	can

**Program 56****FORENOON****Reading:**

Review the exercises on pages 68, 69, and 70.

**Word Drill:**

Add **ing** to familiar words.

**Phonics:**

Blend **a - t**.

Show that in the **an** group **a** and **n** have been blended.

Drill on both groups.

**AFTERNOON****Reading:**

Read **What Are You Doing?** (page 71).

**Word Drill:**

Use word cards to drill on the first 50 words of the fundamental vocabulary.

**Phonics:**

Review all groups given.

**LESSON 57**

There are seven new words in the dialog on page 72. These may be taught in the first presentation of the lesson to the class.

**Kate** and **Frank** should be introduced as the playmates of **Dan** and **Ruth**. While new in the Primer, the word **box** is not new to the children who have learned it from the phonic cards. See if the children can not guess the word **candy**, from the context and the familiar

word **can**. Since they have had the **ook** group, they should be able to sound the word **look**. The word **thank** may be told.

Help the children to enjoy the mystery in this selection. Go over it with them a line at a time. When the word difficulties have been mastered, it may be read as a dialog.

### Program 57

#### FORENOON

Reading:

Work on page 72.

Word Drill:

Kate	look	box	thank
Frank	kitten	candy	

Phonics:

Develop **ag** by blending.

Drill on the **ag** group.

#### AFTERNOON

Reading:

Read the dialog **What Was in the Box?**

Word Drill:

Point out following words on page 73:

something	said	eat
little	glad	found
brown	that	save
not	buy	would

Phonics:

Develop the **am** group by blending.

**LESSON 58**

Precede the lesson on page 73 by a talk on thrift. Let the children tell some of the things which they have done with money.

**Program 58****FORENOON****Reading:**

Read **What Did Dan Find?** (Primer, page 73).

**Word Drill:**

What would you do with a penny?

Write answers as the children give them.

**Phonics:**

Develop **ap** group by blending.

Drill on the **ap** group.

**AFTERNOON****Reading:**

Sing **Three Little Kittens.**

**Word Drill:**

Point out following words:

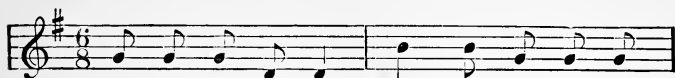
dear	what
lost	here
mine	found
pie	naughty
mittens	some

**Phonics:**

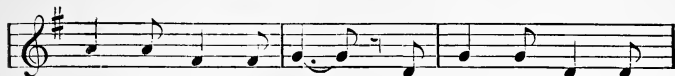
Develop **ad** by blending.

Drill on the **ad** group.

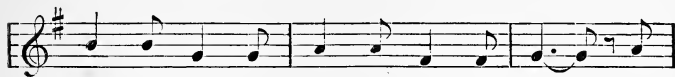
## THREE LITTLE KITTENS



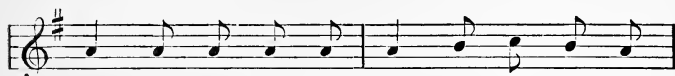
Three lit - tle kit - tens    Lost their mit - tens, and



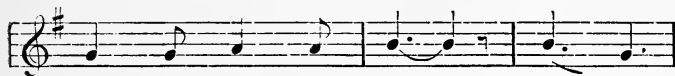
they be - gan to cry,    "O moth - er dear, see



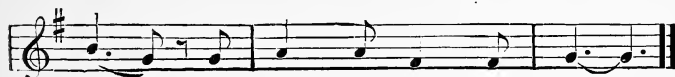
here! see here! Our mit - tens we have lost." "What!



lost your mit - tens, you naugh - ty Kit - tens? Then



you shall have no pie!"    "Meow!



Meow!" "Then you shall have no pie!"

## LESSON 59

Let the children in groups of four take the parts of Fluff, Buff, Muff, and the Mother cat. Be sure that each part is read with animation.

The children will enjoy making freehand cuttings of kittens, mittens, and pie to illustrate the lesson.

**Program 59****FORENOON**

Reading:

Read the exercises on pages 76 and 77.

Word Drill:

Kittens	lost our mittens
mew	found our mittens
but	Oh dear
were	See here

Phonics:

Blend **ag**.

Drill on the following:

an	am	ag	ad
at	ap	ab	

**AFTERNOON**

Reading:

Read the exercises on pages 76 and 77.

Word Drill:

Review the third 25 words of the fundamental vocabulary.

Phonics:

Drill on the short **a** groups shown on page 158.

**LESSON 60**

Study the picture on page 78 in preparation for the story **Buff**. There are only two new words on these two pages. The children should be able to sound **day**. **More** may be told them.

Let the children read this story silently under the teacher's guidance, then study it carefully preparatory to reading it aloud.

### Program 60

#### FORENOON

Reading:

**Buff**, page 78.

Word Drill:

The Mother cat purrs to her little kittens.

The Mother bird sings to her little birds.

My mother sings to me.

Phonics:

Teach the sound of **k**.

#### AFTERNOON

Reading:

**Buff**, page 78.

Word Drill:

Game Device.

Phonics.

Phonic cards for drill.

### LESSON 61

There are five new words on page 80. The first line may be read to the children. **Thinking** may be written upon the board and compared with **playing**, **doing**, and similar words. **Waves** and **breeze** should also be told to the children. The children should be able to recognize **flag** from the context without being told. They may read

the exercise on page 80 silently a step at a time. After they have read all and guessed what is meant the teacher should question them on the care of the flag, to bring out the points clearly.

On page 81, the teacher may read the questions while the children follow. Then let the children answer the questions. Afterward the children may read the questions silently and give the answers aloud.

### **Program 61**

#### **FORENOON**

Reading:

**What is It?** (page 80).

Word Drill:

Rapid sight drill with word cards.

Phonics:

Drill on the following blends:

pa	ta	ma	ra	na
ca	sa	la	ja	ba

#### **AFTERNOON**

Reading:

**Tell Me This**, page 81.

Word Drill:

Select for drill ten difficult words and ten easy words from the first 75 words of the fundamental vocabulary.

Phonics:

Repeat the drill of the previous lesson.



## LESSON 62

There are four new words on pages 82 and 83. The children should be able to sound **had** and **take** from their phonic drill on these groups. To teach **pretty** the teacher may write the following sentences on the board:

I have a pretty flower.

Oh, you pretty, pretty bird!

Also write these words upon the board for comparison:

myself      yourself      herself      himself

Let the children have time to enjoy the charming illustrations of this little story.

There is a touch of mystery here and a bit of surprise in the ending which they will enjoy more by first reading the lesson silently. The teacher may guide them in this, helping to eliminate the difficulties until each child has read and enjoyed the story.

After a period of study the selection may be read aloud.

For seat work, have the children make and mount free-hand cuttings of the doll, the bed, and Dolly's shoes, stockings, dress, and hat. Use the seat work to impress the story more vividly upon the minds of the children.

## Program 62

## FORENOON

Reading:

**The Lost Doll**, page 82.

Word Drill:

self	herself	apple
myself	himself	Kate
yourself	selfish	very

**Phonics:**

Drill on the phonic groups: **pat, pan, pad**, as shown on page 244 of the Manual.

**AFTERNOON****Reading:**

**The Lost Doll**, page 82.

**Word Drill:**

Drill on the fourth 25 words of the fundamental vocabulary.

**Phonics:**

Review the previous lesson.

**LESSON 63**

**Who was Selfish**, on page 84, may be read silently and discussed before it is read aloud. The children should be able to sound **took** without being told.

The exercise on page 85 should be taught in the same manner as were the other mystery lessons.

As an illustration for the story, have the children cut, color, and mount a dish containing a large apple and a small apple.

**Program 63****FORENOON****Reading:**

**Who Was Selfish**, page 84.

**Word Drill:**

warm	good	big	work
cold	bad	little	play

Phonics:

Following the instructions on page 245, blend **bl**, **bla** and **br**, **bra**.

AFTERNOON

Reading:

**What Am I?**, page 85.

Word Drill:

Review the second fifty words of the fundamental vocabulary.

Phonics:

Blend **bl-bla**.      **br-bra**.      **cl-cla**.      **cr-cra**.

LESSON 64

**What Am I**, on page 86, should be taught in the same manner as were the other mystery lessons.

**Who Has Seen the Wind?** page 87, should be half memorized, half read. Call attention to the fact that this poem was also written by Christina Rossetti.

Program 64

FORENOON

Reading:

**What Am I?**, page 86.

Word Drill:

sun	cold	birds	take	blow
wind	make	flowers	there	man

Phonics:

Blend:

dr	pr	fl	gl	fr	tr	pl	st
dra	pra	fla	gla	fra	tra	pla	sta

## AFTERNOON

Reading:

**Who Has Seen the Wind?** page 87.

Word Drill:

strong	blow	do	try
stronger	blowing	doing	smile
strongest		my	

Phonics:

spa	sma	sla
sca	sna	

## LESSON 65

Before taking up the lesson on page 88, the children should be told the story of **The Wind and the Sun**. This is an excellent story for dramatization. After it has been told, one child may take the part of the sun, another that of the wind, and another that of the man. Do not read the lesson in the book until after the children have dramatized the story, as there will be more freedom of expression if the children are not trying to give the exact words of another.

The lesson may then be taken up in the same manner as were the previous dialogs.

Words for phonic drill:

clap	glad	brag
slam	grab	snap
slat	clap	snag
flag	clad	drab
flat	trap	drag

When sounding these words, cover the final consonant.

**Program 65**

## FORENOON

## Reading:

Tell the story of **The Wind and the Sun.**

Dramatize.

## Word Drill:

The Wind said, "I am stronger than you."

The Sun said, "I am stronger than you."

The Wind was rough.

The Sun was kind.

The Man liked the Sun.

He did not like the rough Wind.

## Phonics:

Drill on **slap, slam**, and the like.

## AFTERNOON

## Reading:

**The Wind and the Sun.**

## Word Drill:

candy	away	my	very
girl	look	by	once
save	looked	one	day
she	took		

## Phonics:

Drill rapidly over the preceding phonic lesson.

**LESSON 66**

To introduce the story, **Winifred's Candy**, page 90, let the children enjoy the picture, which, with the title, should awaken a desire to know what the story may be.

For the first reading the teacher may go over the story with the children, helping with any difficulties. In reading a story the first time it is a good plan to let a child volunteer to read a sentence aloud after he has read it through silently. When this is done the teacher should see that the thread of the story is not lost by the break between sentences. By brief comments help the children to keep in mind the important points that have been read in order to carry them through the story.

There are only seven new words in this story. **Winifred**, **tiny**, and **bite** are repeated so often in the narrative that they will require no other drill to fix them in mind. Children may recognize **again** from the verses on page 63. If not, have them turn to that page, point out **again** and find the same word in the new lesson. **Stick**, **half**, and **down** may be told the children when they are met in the lesson and fixed in mind by subsequent readings.

### Program 66

#### FORENOON

##### Reading:

Read with the children **Winifred's Candy**.

##### Word Drill:

Winifred's mother	took it down
stick of candy	put the box away
half a stick of candy	very, very good
Kate's half	tiny, tiny bite
in a box	by and by

##### Phonics:

Teach the sound of short i.

## AFTERNOON

Reading:

Winifred's Candy, page 90.

Word Drill:

Word Cards.

Phonics:

Phonic Cards.

## LESSON 67

Phonic groups for Drill:

ill	mat	pray	mad
will	sat	gray	had
mill	rat		sad
fill	pat	me	lad
hill	flat	he	pad
bill	scat	we	glad
kill		be	clad
still	ap	she	
spill	cap	see	ag
drill	nap	bee	bag
	tap	tree	rag
ake	rap		nag
wake	map	an	wag
take	lap	Dan	flag
make	snap	man	stag
lake	clap	fan	brag
bake		pan	ook
rake	ay	ran	book
snake	hay	can	took
	gay	bran	look
at	may	plan	hook
cat	say		rook
hat	play	ad	nook
fat	stay	bad	brook

all	am	ound	ab
ball	jam	found	tab
fall	Sam	sound	slab
wall	ham	bound	crab
call	slam	round	stab
tall	cram	pound	
small		ground	

**Program 67****FORENOON**

Reading:

**Winifred's Candy**, page 90.

Word Drill:

pony	break
think	found
house	ate
nose	put
him	he

Phonics:

Blackboard Review.

**AFTERNOON**

Reading:

Review lessons from the book.

Word Drill:

Select for drill the twenty least familiar words from the fundamental vocabulary.

Phonics:

Blackboard Review.



## LESSON 68

After the usual preparation with the teacher the children may read **My Pony**, page 93.

## Program 68

## FORENOON

Reading:

**My Pony**, page 93.

Word Drill:

A little pony	mother's good bread
What do you think	into the milk
into the house	take him out
in the house	took him out

Phonics:

Teach the sound, **sh**.

## AFTERNOON

Reading:

**My Pony**, page 93.

Word Drill:

came	would	down	talk
lame	could	town	walk

Phonics:

Review **sh**, **i** and other sounds.

## LESSONS 69 AND 70

Study the picture, tell the story, and dramatize **The Blind Man and the Lame Man**. Emphasize the lesson of helpfulness which this fable teaches.

The dialog from the Primer, page 95, should be given in another lesson.

Children may now begin to learn the names of the letters. For directions see Manual, page 248.

### Program 69

#### FORENOON

##### Reading:

Tell the story and dramatize **The Blind Man and the Lame Man**, page 94.

##### Word Drill:

blind man	feet for you
lame man	upon his back
go to town	eyes for me
could not see	went to town
could not walk	

##### Phonics:

Teach the sound of v.

#### AFTERNOON

##### Reading.

Read **The Blind Man and the Lame Man**.

##### Word Drill.

blind	could	back
met	but	eyes
lame	feet	went
town	walk	wanted

##### Phonics:

Phonic Game No. 10 (Manual, page 235).

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**Program 70****FORENOON****Reading:**

Read the dialog.

Playing **Blind Man and Lame Man.**

**Word Drill:**

Select for drill ten difficult words and ten easy words from the fundamental vocabulary.

**Phonics:**

Drill on the phonic word groups given on pages 113, 114.

**AFTERNOON****Reading:**

Read review lessons, each child reading what he likes best.

**Word Drill:**

Use the word cards.

**Phonics:**

Review the phonic groups.

**LESSON 71**

**Word Study.** There are only five new words in the four pages of the dialog **Playing Who Am I?** This lesson is so very simple that children should be able to read it with very little help. It is therefore a very good time to let the children try to work out a lesson by themselves. In preparation, the teacher may write upon the board the five new words **well, teacher, please, ready, us.** **Well** may be written beside **tell**, which children already know. Some will be apt to

remember the word **teacher** which they have seen in the song on page 3. If not, call attention to it. Write on the board the following sentences:

Please, please do.

I am ready.

Come with us.

These will give the children the key to the other words, as it is much easier to recognize words in a sentence than in a list. Allow ten or fifteen minutes silent study of this lesson.

Constant drill should be given on the words of the fundamental vocabulary. These words should be recognized instantly and without effort. There are many easy words such as **little**, **baby**, **jump**, and **dog** but there are also such words as **here**, **but**, **with**, and **were**, which require constant use if they are not to be forgotten. Children who have read this Primer will unquestionably recognize many other words, but each child should know perfectly at least every word in the fundamental vocabulary.

### Program 71

#### FORENOON

Reading:

Preparation for and silent study of

**Playing Who Am I?**

Word Drill:

we can play

read for me

very well

books away

find my mother

please, please tell me

I know that

this bread

eat your dinner

we can guess

Phonics:

Teach the sound of **ch**.

#### AFTERNOON

Reading:

**Playing Who Am I?**

Word Drill:

Game Device with words from the fundamental vocabulary.

Phonics:

Review **ch, i, v, sh**, and other sounds.

#### LESSONS 72 AND 73

After being helped through one reading of **Playing Store**, page 102, the children should be given a period of silent study on this selection.

In the work in phonics the children may now build the words of the **short i** group. They may first blend the phonograms **ip, it, in**, and then build the words based upon them, as they did with the short **a** words. In blending, sometimes cover the final and sometimes the initial consonant. Words of the **short i** group will be found on pages 251-253 of this Manual.

#### Program 72

#### FORENOON

Reading:

Prepare and read **Playing Store**, page 102.

**Word Drill:**

store	buy something
ready	want some bread
this morning	this book
some candy	good by
five pennies	come again

**Phonics:**

Blend **i-t** and teach words of the **it** group.

## AFTERNOON

**Reading:**

Read the dialog **Playing Store**, page 102.

**Word Drill:**

Select for drill 20 words from the fundamental vocabulary.

**Phonics:**

Blend **i-p** and the teach words of the **ip** group.

**Program 73**

## FORENOON

**Reading:**

Read the dialog **Playing Store**, page 102.

**Word Drill:**

ran away	dog barked
in the house	a little kitten
our house	would not come
looking	a little blue bird
a little brown dog	you are lost

**Phonics:**

Develop the **ig** and **id** groups.

## AFTERNOON

Reading:

Select two lessons for review.

Word Drill:

Sight work from word cards.

Phonics:

Develop the **in** and **ib** groups.

## LESSONS 74 AND 75

The teacher may guide the children through the story **When Jane Ran Away**, page 105, being careful that they see the adventure as a complete unit. After this preparation, they should be given time to read silently—a thing which they will be eager to do as soon as they have seen the picture and read the title.

Place the following sentences on the blackboard:

Jane ran away.

She met a little brown dog.

She met a kitten.

She met a little boy.

She saw some flowers.

She saw a boy with his pony.

She saw a bluebird.

A girl took her to Grandmother's house.

Grandmother took Jane home.

For seat work, have the children make a booklet of **When Jane Ran Away**. Let them illustrate in drawings or cuttings the pages entitled: Jane ran away; She met a kitten; She met a dog; She met a bluebird; Grandmother's house.

A picture of a hen and one of a turkey should be labeled to teach the words **hen** and **turkey**.

**Program 74**

FORENOON

Reading:

Help the children read **When Jane Ran Away**.

Word Drill:

Drill on the blackboard sentences.

Phonics:

Review the **short i** groups.

AFTERNOON

Reading:

**When Jane Ran Away**, page 105.

Word Drill:

Review a list of the most troublesome fundamental words.

Phonics:

Review the **short i** groups.

**Program 75**

FORENOON

Reading:

**When Jane Ran Away**, page 105.

Word Drill:

said the dog	I will
said the cat	who will
said the pig	to the mill
she said	

Phonics:

Teach the sound of **x**.



## AFTERNOON

Reading:

Strengthen and review the lessons that most need it.

Word Drill:

Game Device for fundamental words.

Phonics:

Blend **ix**, **fix**, **mix**, **six**.

## LESSONS 76, 77, AND 78.

The story of **The Little Red Hen** should be told to the children before it is read.

The word problems of this lesson are very simple. Of the thirteen new words, **plant**, **rat**, **began**, **mill** and **chicks** may be taught phonically. When a child hesitates at a word which he is able to sound, the teacher may say, "You know how to sound that," and give him time to do so. If he fails in this she may write the word on the board, and by covering part at a time, help him to sound it. In a word like **mill** in which children have had the **ill** group, the **m** may be covered till children name the group phonogram, then uncovered for them to name the word. In **plant**, the teacher may first cover **lant** and let the children sound **p**. Then leave **pl** uncovered for them to sound, then **pla**, then **plan**, and at last the whole word.

**Began** may be separated into its two syllables, each sounded separately, then put the syllables together. In some instances children will get a word more readily by combining the vowel with the consonant which follows it, in others with the one which precedes it. An experienced

reader uses both ways and children should be encouraged to do the same. The word should be sounded quickly enough to be fitted into the sentence before the line of thought has been lost.

**Grow** may be taught from its rhyming words, **blow**, and **know**, and when these have been written on the board, it is a good time to add others of the same group, **show**, **snow**, and **crow**.

**Hen** and **turkey** should be familiar through labeling **Wheat**, **ripe**, **cut**, **thresh**, and **flour** may be told when they are met unless the children are able to determine them through the context.

Blackboard sentences.

The rat would not plant the wheat.

The cat would not plant the wheat.

The dog would not plant the wheat.

The pig would not plant the wheat.

The turkey would not plant the wheat.

The little red hen planted it.

The cat would not cut the wheat.

The rat would not cut the wheat.

The dog would not cut the wheat.

The pig would not cut the wheat.

The turkey would not cut the wheat.

The little red hen cut it.

The cat and rat would not thresh the wheat.

The dog and pig would not thresh the wheat.

The turkey would not thresh the wheat.

The little red hen threshed it.

The cat and rat would not take the wheat to mill.

The dog and pig would not take the wheat to mill.

The turkey would not take the wheat to mill.

The little red hen took it.

The cat and rat would not make the bread.  
The dog and pig would not make the bread.  
The turkey would not make the bread.  
The little red hen made it.

The cat and rat wanted the bread.  
The dog and pig wanted the bread.  
The turkey wanted the bread.  
The little red hen and her chicks ate it.

The words of the **short i** group should be sounded so as to bring out the suffixed blend. The following will be convenient for drill.

bit	dip	trip	slid
bid	did	trim	skip
bin	dig	slip	skin
big	din	slim	skid

### Program 76

#### FORENOON

#### Reading:

Tell the story of **The Little Red Hen**, page 110.  
Study the pictures.

#### Word Drill:

once	was	take
not	eat	make
said	pig	made
soon	so	bread
who	when	

#### Phonics:

Use the suffixed blend with **i** words.

## AFTERNOON

Reading:

Read **The Little Red Hen**, page 110.

Word Drill:

Review the last 25 words of the fundamental vocabulary.

Phonics:

Repeat the morning lesson.

Use the following sentences with **short i** words for drill:

The dog bit me.

I want a pin.

See that big, big man.

Do not trip me.

I can jump and skip.

I would not whip a pony.

Sit by me.

She hid in the house.

He did not go.

I like figs.

Please cut my bread thin.

He will not quit.

## Program 77

## FORENOON

Reading:

**The Little Red Hen**, page 110.

Word Drill:

Once upon a time

one day

live

lived

all my own

all our own

very, very good

what do you think

catch me

I ran away

Phonics:

Teach the sound of **qu**.

## AFTERNOON

Reading:

**The Little Red Hen**, page 110.

Word Drill:

Game Device.

Phonics:

Drill on the sentences with the **short i** words.

## Program 78

## FORENOON

Reading:

**The Little Red Hen**, page 110.

Word Drill:

they	make	but	him
little	brown	run	you
was	met	catch	from
like	think	man	away

Phonics:

Blend **and**. Teach **and**, **hand**, **sand**, **band**, **grand**, **stand**.

## AFTERNOON

Reading:

Review lesson.

Word Drill:

Use the word cards for drill.

Phonics:

Blend **ant**. Teach **ant**, **slant**.

Blend **amp**. Teach **camp**, **lamp**, **stamp**, **tramp**.

## LESSONS 79 and 80

The story of **The Gingerbread Boy** should be told to the children before they read it. It may then be given in the same manner as was the story of **The Little Red Hen**.

## Program 79

## FORENOON

## Reading:

Tell the story of **The Gingerbread Boy**, pag 117.

Study the pictures.

## Word Drill:

Find in the book, pages 117-118:

A little old woman.

A gingerbread boy.

A little old man.

What do you think?

A little old house.

ran away.

I want a boy.

could not catch.

## Phonics:

Blend **ash**. Teach **mash, rash, gash, crash, lash, flash, cash, smash**.

## AFTERNOON

## Reading:

Read, **The Gingerbread Boy**, page 117.

## Word Drill:

ran and ran

away from you

could not catch him

He said

met a dog

from the dog

## Phonics:

Blend **atch**. Teach **catch, match, patch, latch, snatch, scratch**.

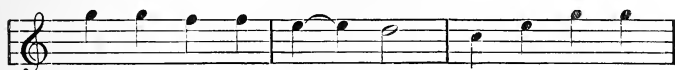
## ALPHABET SONG.



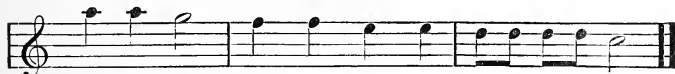
A B C D E F G H I J K



L M N O P Q R S T U V



Q R S T U V W X Y Z



Oh, dear me, I can't learn my A B C.

## Program 80

## FORENOON

Reading:

**The Gingerbread Boy, page 117.**

Word Drill:

man	pig	run	me
woman	box	catch	from
dog	ran	you	him
cat			

Phonics:

Blend ilt. Teach wilt, spilt, stilt.

Blend ist. Teach mist, fist, list, twist.

## AFTERNOON

Reading:

Memorize and sing the Alphabet Song.

**Word Drill:**

Sight drill with word cards.

**Phonics:**

Repeat the morning lesson.

**READING SUPPLEMENTARY PRIMERS**

Instead of taking up the First Reader as soon as the Primer is finished, it is recommended that the common practice of reading several supplementary primers at this time be followed. The thing that children who have progressed this far need more than anything else is plenty of simple, attractive reading material. In other words, the best way to read is by reading. If the teacher has any choice in the matter, she should endeavor to choose books whose content has a natural appeal to child interest in preference to those whose sentences are composed to bring in certain words for drill.

This supplementary reading should be run through more rapidly than that of the basic work. Much of the simpler material may be given as sight work without preliminary study.

The teacher who has followed the daily programs should now be able to outline a program for herself. It is an excellent plan to write out the plan in preparation for each day's work. Children who have completed the primer should know perfectly the words of the fundamental vocabulary. They should also recognize readily a large proportion of the incidental vocabulary. Children will continue to meet new words. Some of these will occur only occasionally and others quite frequently. Words which will be met frequently are the



important words of the juvenile vocabulary and should be added to the list for drill.

The work in phonics should be continued according to the outline beginning on page 250.

This should be followed step by step with frequent reviews. Children should be given every opportunity to exercise their knowledge of phonics. The related word lists are excellent for this. The teacher may add others of the same kind.

**Practical Phonics.** A little encouragement will lead the children to use their phonic knowledge outside of school. Ask them to look for familiar words in newspapers or in magazines, to underscore the words, and to bring the papers to school to show what they have done. Posters, signs, and even the cartons and cans in the home cupboard have many words which children will love to work out if their interest is so directed. It is an excellent plan to have some special place on the board where the teacher may write some long words which the children are proud to have mastered. Butterfly, dandelion, caterpillar, goldenrod, rosebush, blackboard, jack-o'-lantern, sunshine, buttercup, potatoes, milkweed, are a few examples of words that may be chosen. Only one or two words may be written at a time and the children may be permitted to study them out at their leisure.

From the first, the children may be given a ten-minute period without special supervision in which to enjoy their books, look over the pictures, and re-read familiar lessons. This period may be lengthened gradually, but it should be kept sufficiently short so that the

children do not tire of the privilege of having their books.

By the time the children reach the stories following page 77, they should be able to give a new selection ten or fifteen minutes' study before it is read in class. In preparation for this the teacher may go over the lesson once with the class, giving help with any mechanical difficulties. The children should then be left to themselves through the study period.

When the class is called for recitation a free discussion of the lesson topic should always precede the oral reading. The teacher as well as the children must feel that the central object is primarily to appreciate the lesson content and that word mastery is wholly incidental to that.

The teacher who has followed carefully the purpose, plan, and development of the previous lessons should have a fair idea of the whole study plan. There should be no break as a child takes up another book or passes to another grade, but as he grows in knowledge and power he should do better such things as he has already done.

## CHAPTER IV

### THE FIRST GRADE READER

**Preparations for Using the First Grade Reader.** Before taking up the First Grade Reader the teacher should read once more the section, "The Aims of First Grade Reading," page 13, considering carefully whether she is directing her efforts in a manner to accomplish these aims. It is especially important at this time that children should establish the habit of reading for the thought in the whole selection and not merely to call words. Since word recognition and the establishing of a vocabulary are so necessary, it is easy for even the teacher to forget sometimes that these are not the ends and aims of good reading. Until the lesson is so familiar that it can be read without hesitation, the practice of looking through each sentence before it is read aloud should be continued. This is the only way to secure correct expression.

**The work in phonics**, which heretofore has been outlined for each day, should now be taken from the phonic outline, page 250. The teacher should look ahead and plan each day's work, writing out the words she is to give for drill instead of waiting to think of them when she has the class before her. It is an excellent plan to keep a note book containing these day-by-day lessons in phonics, for the teacher can then see at a glance just what the children have had, and she can then use many of the word lists for review lessons.

The phonics should be an ever increasing help to the reading. Never tell a child a word which it is possible for him to determine for himself. The teacher should look over the reading lesson and consider how each new word should be treated. There have been so many concrete examples outlined in the primer lessons, that this should give no trouble. The phonic outline should not be followed slavishly.

Suppose, for instance, that in their supplementary reading the children meet the jingle,

“Good night,  
Sleep tight,  
Wake up bright  
In the morning light  
To do the right  
With all your might.”

If they have not had the **ight** group it should be given at this time even though it may not be shown in the outline till later.

The work in phonics has but one object, to help children to recognize and to pronounce the words of the reading lesson. The most perfect skill in sounding word lists is utterly wasted if children do not use that skill for word recognition at the time when it is needed.

Other means of word recognition should not be neglected. Children should have access to material which will help to develop their skill. Related word lists, the first of which are shown on page 263, Mother Goose and other rhymes and simple exercises, (See “Supplementary Reading,” page 305) are all excellent for this. These may be printed on the chart or blackboard

or on cardboard or paper where they may be enjoyed in leisure moments.

**Increase Phrasing Skill.** As children progress in their reading, their ability in phrasing, or seeing groups of words as one, should increase. It is through this skill that the reader learns to look ahead, thus gaining the thought before it is expressed. A large part of the word drills should be phrase drills. The phrase cards should be used frequently and similar groups should be used for board drill. Encourage speed in the work. Never let a child pronounce one or two words in a group and hesitate at the next. If he does so, have him stop and do not let him start again until he is ready to read the whole group as a single word. Have the groups read as rapidly as is consistent with clear enunciation and proper expression.

**Clear Directions in Textbook.** In the First Grade Reader the child meets what has previously been given him from the blackboard or from the lips of the teacher, the introductions, word studies, and questions.

These directions are addressed to the children and the children should be led to feel that they are for their personal use and enjoyment.

Introductions should be read either by the teacher or by some member of the class in the period of preparation for study.

The words listed under **Word Study** should also be taken up at this time. These words are selected as the ones which may give trouble either in pronunciation or in meaning. They should be pronounced clearly and distinctly. Concert work in this saves time but it permits

mistakes which are bound to escape the teacher, hence it should not be used too freely. The sentence in which each word occurs should be found and read sometimes silently, sometimes aloud. If the meaning is not perfectly clear, the word should be used in other sentences.

**The Questions** should be studied by the children while preparing their reading lesson and answered by them during the recitation.

**Action and Expression** suggestions should also be studied and when the children come to a recitation they should be able to tell from these directions how a lesson should be treated.

Time should be given to follow the **suggestions for dramatization**. Use every means at hand to make the situation real. Children have vivid imaginations and it needs only a paper crown to make a king of a little boy or a star and a bit of tissue paper to transform a little girl into a fairy.

**Other Selections** should be read in class after the reading of the regular lesson. Whenever possible the teacher should anticipate this and have on her desk some of the selections mentioned. If some member of the class has read one of these selections he should be encouraged to tell the others about it.

The dialog lessons may be presented the same as the dialog lessons of the Primer, keeping in mind the growing powers of the children.

**The Work to Be Done.** In the first year, the children should read the Primer, several supplementary Primers, the First Grade Reader, and at least two supplementary first readers. They should show in their oral and silent

reading that the teacher has accomplished the aims of first grade work.

In phonics, the children should know all of the consonant sound elements, all phonograms based on the short and long vowels, and should be able to pronounce all one-syllable words based on these phonograms.

#### TYPE LESSONS FROM THE FIRST GRADE READER

Following the Primer work, it is advisable to give the children some easy, familiar selections at first. "Good Morning" has been used many times. The children will be glad to meet an old acquaintance in the new book and in a new picture setting. "The Jay and the Dove" offers an easy dialog rhyme with but few new words often repeated. "I Put My Right Hand In" is an old nursery rhyme which all children love. This should be taught them in the form of a motion song, with the variations suggested.

**Why Cats Wash their Faces after Eating, pages 4 and 5.** After the usual drillwork on words likely to give trouble, the teacher may well bring out in tactful class discussion the fact that cats differ from persons in the matter of cleanliness at mealtime. Why do cats wash after eating instead of before? Here is a strange little story that explains it all. The children will readily answer the simple questions in a study-recitation exercise in silent reading and discussion. Other similar stories may be told them or read with them.

**Three Little Kittens, pages 6 and 7.** Here is another familiar rhyme in a new setting. The striking illustration of the mouse pie and the expectant kittens, with the

dramatic form, and the music already familiar (page 103, Manual) give hint enough for a lively action lesson.

**Elsie's Friends, pages 8-12.** The charming illustration, with a hint of Elsie's meeting friend kitten, friend dog, friend cow, and others, will at once awaken a lively interest in this nature tale. Once the children are given the usual help on the new words, each new round of the story will be read with increasing zest. Simple questions, such as: "Whom did Elsie first meet? What did the little kitten say? Whom did she next meet? What did the fine large dog say?" may be used to direct the silent reading and study in a study-recitation. This story may be read with one child taking the part of Elsie, and with other children taking the parts of the birds or the animals, then acted. The children, if tactfully guided, will want to arrange most of the details of the dramatization work. "Good Morrow, Pretty Rosebush" may be memorized and acted in this connection. Other similarly charming nature stories may be introduced also.

**The Sleeping Apple, pages 15-17.** What do you see in the picture? Yes, a little girl is talking to the apple in the tree. The apple is asleep and does not hear. She tries to waken it. Then she gets others to help her waken the sleeping apple. This story tells of how others helped her, and of what happened at last to the apple. Let us read the story and find it all out for ourselves. Read the first four lines. Where was the apple? What did it do there? Read the next three lines. What did the little girl say to the apple? Similarly, guide the silent reading of the children through the selection. Let them answer the simple questions at the close of the story,



and tell the story in their own words. Under skilful guidance, the children will arrange clever forms of acting the story. The manner of treating new words in the First Reader Selections generally is illustrated in the discussion of the next study.

**The White Dove, page 18.** The purpose of the introduction to a reading lesson is to awaken and to stimulate interest. In this lesson, the introduction is left to the teacher. One of the best and easiest ways of arousing in the children a desire to read a selection is by a discussion of the accompanying illustration. This is evidently a barnyard story. What creatures do you see? Perhaps this is one of the stories in which animals do the talking. Of what do you suppose they are talking?

Whenever possible give the children something to look for in reading a story. In this lesson the teacher may say, for instance, "Is the cow like the sheep?" (No.)

"Is the horse like the dove or the hen?" (Oh, no.)

"Not very much but when I read this story I found one thing in which all of these creatures were alike. I wonder if you can discover what it is."

**Word Study.** Children may now turn to the words for study. Who knows the first one? **White** is a familiar primer word and should be recognized immediately. The teacher may write it on the board and under it write the familiar word **bite**. **Dove** should also be known from its use on page 2. The teacher may write it upon the board and under it the word **love**. **Flew** is a new word. Let the children turn to page 18 and find **flew** in the last sentence on the page. They

should get the word from the context here. If not, help them to do so. Then write upon the board:

The dove flew to the sheep.  
She flew to the horse.  
She flew to the hen.

Since **horse** is also a new word it may be told to the children as it is written here.

**Barn** should be found in the first sentence on page 18 and the children should be told what it is. The sentence may be read through and the word written upon the board. **Pretty** is a primer word and should be recognized, but may also be found and read in the sentence on page 18. **Wings** may be sounded and written on the board with its rhyming word **sings**. If **wool** is not recognized have the children find it following **Ba-a-a! ba-a-a!** on page 10. Let them also find it in the fifth line, page 19, after which it may be written on the board in the sentence, **The sheep gives wool**. **Warm** being a primer word should be recognized and written on the board. **Horse** has already been told and written on the board. It should be found again, eighth line, page 19, and eleventh line, page 20. **Rides** is a new word. To present it the teacher may write on the board:

I can ride a horse.  
I like to ride.  
The boy rides a horse.  
The girl rides a pony.

The word **happy** may be divided into syllables and sounded after which the teacher may write on the board:

I am happy.  
You are happy.

**Back** and **nest** may be sounded and written on the board.

The list of words for study may now be pronounced by the children in concert. The words and sentences should be left on the board for reference during the study period.

**Reading the Story.** After the lesson has been studied and children are ready for the recitation, the teacher may ask, "Who found the thing in which these creatures were all alike?"

The lesson may now be read aloud, each child reading a paragraph or more. This is a splendid lesson for dramatic expression. Encourage each one to use all freedom in expressing what these animals said. After the lesson has been read once, say, "I wonder if we could do better with this if we were to read it again."

Each of the Questions may be read through and answered by the children. The teacher may add other questions to emphasize the beauty of contentment. Following the suggestion on page 21, the children may voluntarily ask to play this story. If not, it should be suggested to them. In preparing for a dramatized lesson the teacher may suggest that the parts be re-read in order that they may be given with the best expression. Dramatization is one of the best study motives that a class can have as it furnishes a definite purpose for which to prepare.

**Suggestions for Dramatization.** The aim in the dramatized lesson should be freedom in expression and

action rather than a finished product. Children should be encouraged to work out their own ideas and use their own language in taking the parts of the characters. Whenever possible let each child choose which part he will take. After **The White Dove** has been played through once as it is written, let the children suggest other animals to add to the play.

**Twinkle, Twinkle, Little Star, page 73.** The prose of a child's early reading lessons may soon be forgotten but the poetry is often carried through life. In giving such a lesson as **Twinkle, Twinkle, Little Star**, the teacher should feel that she is offering something of permanent value. If children are to get from this poem the same thing which charmed their fathers and their grandfathers, they must be touched by the same quality which appealed to them. The first source of appeal is the musical setting, the melody of the rhyme. The second source of appeal is the universal experience pictured here that makes the reader unconsciously feel, even before he is able to put it into definite thought, "I know that this is true because I have felt it and thought it myself."

Since small children are apt to over-emphasize the rhythm of poetry and "sing it off," it is a very good plan to read these early poems to them before they read them to themselves. These poems may be presented in the same manner as were the poems in the Primer.

It is not difficult to find the common experience in this poem. Who is there who has not as a child looked up into the sky at night and felt the mysterious beauty of the universe? This is the experience which children

are to be questioned about and led to discuss. A little boy once told his teacher, "Oh, the sun is on the other side and the star is the hole where it shines through."

What are the stars?

Where do they go in the daytime?

What is meant by,

"For you never shut your eye,  
Till the sun is in the sky."

The words in a rhyming lesson need little study as they will be recognized by position. However, children may be asked to point out certain words and phrases, as **star, in the sky, blazing, set and wet, light and night, shut your eye**. Show the emotional effect of words by asking, "How do you feel when someone says, 'blazing sun,' 'Twinkle'?" "

Read the name of the author and compare with the name of the author of "**I Love Little Pussy**," page 22.

## CHAPTER V

### SECOND GRADE READING

**Aims of Second Grade Reading.** All the specific aims of the first grade as outlined in Chapter IV, still hold in the second grade. The child is yet in the stage of "learning to read." He must continue to get definite connections between words and the ideas for which they stand, between sentences and thought. The child should continue to be strengthened in word recognition and in thought getting. The means by which he has been taught to recognize new words should be continually used until he acquires reasonable skill and facility in getting the thought from the printed page. He should be able to read aloud fluently, and with correct expression, the simple lessons in the second grade reader. Correct pronunciation, clear articulation, and proper expression should enable him to convey to others the thought he himself gets. He should be able to do some careful, correct silent reading in connection with simple exercises in the reader. From the first he has been taught how to study the simple tasks. In this grade he should be strengthened in right methods of study.

**The Work to be Done.** At least one basal reader and five supplementary readers, or the equivalent, should be read in the grade. The child should have ready access to simple story books within his range of

reading skill and appreciation. He should memorize at least ten of the best short memory selections. He should plan and act under the teacher's guidance from ten to twenty of the best dramatic selections. A clear distinction should be drawn between dramatic work, suggested almost entirely by the teacher, as a basis for appreciating a reading lesson, and the dramatic work planned by children as their means of entering into the thought which they have got from reading the story. The selections may be dramatized, either before or after the oral reading. Many of these selections will be dramatized before, simply as a part of the setting of the lesson. Many will be dramatized after the oral reading as an expression of the child's joy in getting and interpreting the thought to others. The phonic drills and games, and the definite word study work should be continued with the greatest care. (See Chapter III.) Special emphasis should be placed upon right habits of silent and oral reading, natural expression drills, definite supplementary stories and reading, and seat work.

**Classification of Contents.** The contents of the Second Grade Reader cannot be fitted into any one narrow classification. The selections naturally classify themselves into great fundamental groups, such as: Seasonal topics, exercises and stories, dealing with the months and seasons, special days and holidays; race, family, and home topics and stories, dealing with peoples and nationalities, family, food, clothing and shelter, and names of persons; nature topics, dealing with heavenly bodies and natural phenomena, animals,

plants, soil and climate, color, direction, and distance; occupational topics, treating the way things are done, different occupations, inventions, and matters of hygiene and sanitation; recreational subjects, treating individual pets and recreations and social recreations, as plays and games, picnics and circuses, pageants and tableaux; child literature, which in charming, cumulative tales, fables, myths, legends, rhymes and jingles, interpret for the child in a literary way all of the topics mentioned before.

Seasonal selections are represented by such studies as, October's Party, My Jack-o'-Lantern, Little Wee Pumpkin's Thanksgiving, My Valentine, The Easter Rabbit, Hanging May Baskets.

Family and home topics are represented by such selections as The Baby, The Lullaby, Slumberland Boat, The Indian Game, and The Broken Doll.

Nature topics are represented in great abundance, and are supplemented by the finest nature folk tales, cumulative tales, and myths.

Among the occupational stories, we find such delightful ones as George and His Pony, Little Gray Pony, Pattie's New Dress, Playing Store.

Recreational selections include The Drum, The Swing, Blowing Bubbles, A Good Play, If the Pig Wore a Wig, Coasting, and many others.

With an understanding of this large classification of the contents of the reader, the teacher can easily select a series of lessons to develop any particular topic of interest to children. Such a fundamental classification of content holds for all other books in the series.



## TYPE LESSONS FOR THE SECOND GRADE READER

All the helps and devices used and skills developed in first grade reading, should be continued here. All the helps in connection with each lesson in the reader should be used. The pictures, the introductions, questions, word lists, suggestions for action and expression, and lists of other selections, all make the study more interesting, definite, and effective. Only a few type lessons need be presented here. With the suggestions given previously, and with the helps given in the text, the teacher will readily guide the pupils through the selections in this reader.

**The Bear Who Played Soldier, pages 2-6.** The suggestion in the introduction leads to a real thrill balanced by the delightful picture. Once keen interest is aroused in the point of the story, and every mind is alert, the teacher may well tell the story and suggest the acting of it as an excellent setting for later study and reading. Definite word drill should accompany this study, but most of the words will be easily mastered in the process of silent reading and study, as a part of the silent reading drill in the study recitation. The teacher may direct the children to read the first paragraph.

“What strange things does this bear do? Read the paragraph again. What other things does he do? Who is with the bear?”

Be sure that the children's answers indicate that they get clearly the thought in the paragraph.

“Now read the second paragraph. What did the children do? What did they give the man? Why did they give him the pennies?”

Continue similarly questioning the children while they are reading the selection silently. Be sure they get the point to what they read. This definite plan of study and recitation will help them over many of the most difficult points. In seat work, let them work out the answers to the questions on page 6. The teacher should feel free to use other good questions as they occur. After the preliminary acting and the definite silent reading and study, the children are ready for oral reading. After the oral reading, let the children suggest better ways of interpreting the story in action. This bear story has no terrors, whatever, and the children should act it. They will readily suggest other bear stories with which they are familiar, such as "The Three Bears."

**The Swing, pages 7-8.** The delightful picture and the suggestion that the child tell of fun he has had in a swing, form a sufficient setting for this study. The teacher should not attempt to drill the life out of this poem by rigid study of difficult words, but should have the selection memorized and recited to show the swinging motion, and to give clear pictures. Other similar selections may be read to the children. Similarly, the delightful poem, "Where Go the Boats," pages 12-13, should be studied, memorized, and enjoyed.

**Blowing Bubbles, pages 14-16.** Here is an ideal expression lesson. The picture at once creates an atmosphere in which every child revels with rare delight. Let the children tell of fun they have had in blowing bubbles. Let them tell of things they have learned while blowing bubbles. In silent reading and study, let the children read the first paragraph silently, until

someone can tell what Dick said the way he thinks Dick said it. Similarly, let them tell how Tom expressed himself as shown in the second paragraph. Be sure that the work is not merely perfunctory. It must be living, an expression of the children's own experiences. Words giving difficulty should be made clear, although most of the difficulties will disappear in the stress of keen interest. Let the oral reading interpret the selection as the children understand it. They will all be anxious to act out the scene, which they may well do in a bubble blowing exercise, definitely planned under the teacher's direction.

**The Go-to-Sleep Story, pages 25-29.** The picture and hints in the introduction of every child's twilight experiences, form a rare setting to this study. Here is a cumulative, repetitive story, introducing few new words with each round, but at each turn accumulating greater interest in Baby Ray and the go-to-sleep process. This is a story that may well be told to children. The jingles may be read to them, but for the average child in the grade, the selection will be so easy that he may well enjoy the rhyme and jingle, and the charm of the wonder and progress of the story for himself. The silent reading of the children may well be tested by their answers to such questions as are suggested. The repetitions given should be employed by the children until they enjoy the sheer delight of the jingles much as they do in "The House that Jack Built." Similarly the "Wake-Up" story should be read in connection with this selection.

**What Children Say, pages 42-43.** Here are natural expression drills taken from children's experiences.

Definite suggestions as to how best to use these and other similar expression drills are given in Chapter XVII. The teacher should collect many similar expressions directly from children's experiences, mount them plainly on cardboard with proper illustrations, and have them occasionally in the presence of children for definite expression and action control. The skill thus acquired by the child should be carried over into the expression and action work of the reading lessons.

**The Straw Ox, pages 46-54.** Here is a cumulative tale with grotesque humor and rare charm. The teacher must not be surprised if the children ask "Is it true?" At any rate it is an old tale handed down for many hundreds of years from Russian parents to their children. After the usual process of study reading, the children will want to dramatize and act this selection in order to enjoy it in active interpretation.

**The Talking Snow Man, pages 119-122.** The charm of this selection lies in its joyous outdoor fun and its strange mystery. This selection will challenge the resourcefulness and skill of children in arranging an effective plan for acting it. "What can be used for the snow man? How can the snow man be represented any time of year? What can be used for the broom, the cap, the buttons? How can the shadow be represented?" Let the children puzzle over these questions. Let them suggest a plan for interpreting the selection through acting. With a little help, they will work out the most original plans for presenting the play.

**Pattie's New Dress, pages 142-146.** Here is a real story of industry, introduced by the mere suggestion.

“new dress,” and a picture which may be made the basis of a study of old ways in which dresses were made. The difficult words must be studied as far as possible in connection with the objects or pictures of objects for which they stand. If, perchance, an old-fashioned spinning wheel is available, so much the better. The older children may easily make an excellent model, which will help. A visit to an old-fashioned carpet loom or reference to children’s own experiences in weaving in the kindergarten and primary grades, will do much to clear meanings otherwise obscure. The children should be encouraged to learn as much as possible concerning spinning and weaving as a basis for their own appreciative interpretation of the story through acting.

**The Birds’ Convention, pages 204-210.** This study offers a rare combination of definite bird study, charming jingles, striking action and expression. In acting the selection, the children may be encouraged to supply birds for their parts, such as the cuckoo, the sparrow, the thrush, and the dove. They will turn eagerly to simple nature stories and a study of the birds themselves for their facts.

In all this study, the spontaneous interests of children should be strengthened and developed. Their powers of expression should be enlarged to indicate wider, newer, and more charming expressions. By persistently following the lesson plan outlined in Chapter II, and in using that plan as a result of her own enthusiasm, the teacher is certain to accomplish the definite aims of second grade reading, and to make her children delight in their skill to “get the thought, hold the thought, and express the thought,” with genuine appreciation.

## CHAPTER VI

### THIRD GRADE READING

**The Aims of Third Grade Reading.** The specific aims of the first and second grade are continued with important additions. The child should now be able to recognize new words from the accompanying pictures through the position of a word of familiar story or rhyme, through relation of the unknown word to the known words in a sentence, or by his knowledge of phonics. If children, at the beginning of this work, have not reasonable skill and facility in getting the thought from the printed page, such skill and facility should be developed as rapidly as possible. The child is still largely in the stage of "learning to read," but he is beginning the process of "reading to learn." Here a child who has read fluently from the reader may stumble and even fall in attempting to read in other elementary textbooks. Where a primary language book and a number primer are used, the child should be taught definitely how to read them intelligently. Clear expression, correct pronunciation, and distinct articulation are just as important as ever and should be carefully emphasized. The "How to Study" work of the second grade should be definitely continued and strengthened, and given specific point in teaching the child how to study, not only the reading from his Third Grade Reader, but the reading from his other simple books.

Since in this grade independent study work is more definitely emphasized, special attention should be given to definite assignments of work.

**The Work to Be Done.** In this grade, at least one basal reader and four supplementary readers, or the equivalent, should be read carefully. One book of easy sight reading may be added with profit. Simple story work adapted to the child's skill and appreciation should be placed within his easy reach, and at least ten standard short selections should be memorized. At least from eight to sixteen of the best dramatic selections in the readers should be acted by the pupils under the teacher's guidance. Phonic drills and games as noted (See Chapter XV) and definite study work should be continued to meet the child's growing needs. Special emphasis upon right habits of silent and oral reading, natural expression drills, proper supplementary reading, and seat work should be continued.

**Growing Up with the Selections.** The teacher must not expect the child to get the complete and final meanings of poems or stories studied in this grade. He is entitled to grow up with the poem or story, and to get from it new meanings at each stage of his later development. The simple Mother Goose rhymes, interesting as they are to children, never lose their charm for grown-ups.

“Ding dong bell,  
Pussy's in the well.  
Who put her in?  
Little Tommy Thin.  
Who pulled her out?  
Big Johnny Stout.”

The child who reads this jingle with absorbing interest will grow up into a world in which one part of the population is destructive, throwing cats into the well, and the other part is constructive, pulling them out.

“Hickory, dickory dock,  
The mouse ran up the clock.  
The clock struck one  
And down it run,  
Hickory, dickory dock.”

This rhyme has been called the “most absorbing” of the Mother Goose jingles. The child who reads it and is charmed by it, need not yet realize that he is to enter a world of grown-ups, many of whose simple life stories are written in these lines. How many of them entered their life careers with buoyant confidence and the determination to win! Perhaps some trivial thing happened and they settled back to the dead level of their first achievements.

The child who gets these jingles clearly at first with relatively little regard to their meanings, finds increased appreciation of their meanings as he grows up. So with all other worthy distinctive poems and stories. The old fable rhyme called “The Ant and the Cricket” is one which a child of this grade can easily understand and appreciate. It is one whose truth he will never outgrow. “Wynken, Blynken and Nod” enchants children and continues to charm them when they are grown. No child ever outgrows the truth contained in “The Buried Treasure.” Just as the child wants to hear a good piece of music over and over again, and just as he loves it the more with many hearings, so worthy child stories



and poems charm the child more and more as repetition and right study bring a wider appreciation of their meanings in his life. The child practices long and earnestly before he enters into a full appreciation of a standard musical selection. The chorus never stops with its first rehearsal. No more should the teacher expect the child to get a complete appreciation of these child classics at first glance or at the first simple reading. Her real opportunity is to face the child into these selections with joy and right desires, and his awakened energies will sweep him, a glad explorer, into the enchanted grounds.

**Silent Reading and Helps to Independent Study.** Before attempting to plan work definitely in this field, the teacher should read carefully the suggestions contained in Chapter XVIII and should study to apply those suggestions to the specific work of this grade. All the preceding suggestions concerning silent reading still hold here. The necessity for very definite lesson assignments arises from the need to train the child to work independently. Every lesson should be so definitely assigned that the child will know exactly what he is to study, and so interestingly assigned that he will be anxious to study it. Take for example, "The Story of Clytie," pages 44-47. "Did you ever hear of the beautiful water fairy who lived in a beautiful home deep down in the sea? Did you ever hear of the strange thing that took place when once she came out of the water and saw the great Sun King? Read the story and you will find all this, and you will also discover how one of our common flowers got its name. While

you are reading this story, see if you can answer the questions (page 47) that are given to help you get the meaning. I am sure you will enjoy finding out what happened to this beautiful fairy." The teacher may use other suggestions and other means of creating a right atmosphere for the study of this story. Whatever happens, she must leave the children anxious to go on with a definite program of work. Other suggestions of definite lesson assignments are given throughout all the type lessons discussed for the various grades.

**Action and Expression Drills.** All the suggestions concerning action and expression contained in preceding chapters are still in point here. "What Children Say" (pages 64 and 65) are most interesting examples of hundreds of available natural expressions of children which may be made the basis of interesting drill in connection with the selections in the reader. The preceding suggestions on dramatization and the suggestions given in Chapter XVII, will form safe guides for the teacher in this grade. In addition the teacher may draw additional expression and action drills from a wide variety of life sources, of which the following are suggestive:

The newsboy selling papers.

The policeman warning automobile drivers.

The policeman driving boys from the ball-ground fence.

Calling a policeman over the telephone.

Turning in a fire alarm over the telephone.

The conductor starting the train.

Calling out-going trains at the station.

Calling the stations on the train or on the trolley car.

Warning persons of a swiftly approaching train

Urging friends to get quickly out of the automobile's way.  
Selling tickets to the circus.  
Imitating the auctioneer.  
Expressing fright at imaginary burglars.  
Expressing joy over the unexpected return of a friend.  
Calling playmates to a merry game.  
Singing the baby to sleep.  
Talking so as not to waken the baby.  
Expressing joy over a beautiful present.  
Expressing picnic delight.  
Cheering the winning team.  
Consoling the losers.  
Calling for help as thin ice cracks.  
Scolding a boy for shooting at the birds.  
Calling different animals on the farm.  
Calling the men to dinner.  
Imitating bird calls.  
Clever imitations of other animals.  
Giving three cheers for returning soldiers.  
Cheering the flag.  
Cheering the boy scouts, girl scouts, campfire girls, Red Cross nurses.  
Giving three cheers for a great national leader.  
Commenting on the big patriotic parade.

These lively drills from experience should be connected closely with drills from the lessons themselves. Suggestive action and expression drills may be found in almost every selection in the Third Grade Reader. Among interesting examples, the following will prove especially suggestive:

The flower thanking the wind and the sun, page 9.  
The turtle's call for help, page 11.  
The dog's fierce warning, page 21.  
The ox's comment, page 22.

The younger son's words, page 60.

The words of the princess, near the bottom of page 67.

The wolf's words to the ape, page 75.

The cat's last words, page 79.

The stars' answer, page 83.

Dialog between Red Riding Hood and the "grandmother,"  
pages 93-94.

The monkey's last words, page 108.

Willy's words, beginning at the bottom of page 114.

Dialog of Little Brother and Pedro, pages 122-123.

Speech of the Beast, at the top of page 185.

Speech of Brother Rabbit, page 245.

Lively exercises from life and interesting action, and expression drills from the readers, should be followed by expression drills created by the children themselves from the dramatic situation supplied by the reading selections. Here are a few hints based upon dramatic situations in the Third Grade Reader lessons. The children, if properly guided, will create their own expressions and enter the more naturally and the more enthusiastically into this important field of reading activity:

What the men probably said about the turtle, page 13.

What the elephant and the monkey each said to himself after the owl's decision, pages 37-38.

What the cricket said to himself when turned out of doors, page 41.

What Clytie said to herself concerning the Sun King, page 46.

What the Jackal said after his experience, page 52.

What the Indians said in their great scare, page 71.

What Grandma probably said about Richard after the candy cat disappeared, page 87.

What Red Riding Hood said and did in her great fright, page 94.

What the cats said to each other after the monkey ate the cheese, page 108.

What Willy said when the bed returned, page 115.

What the King said when the bells rang after Little Brother's offering, page 122.

What the sisters said when the prince chose Cinderella, page 215.

What Brother Fox said when he was outwitted, page 245.

What Coralie's playmates said to themselves after her confession, pages 257-258.

### **Phonic Work and Its Application in This Grade.**

The phonic work as outlined in Chapters III and XV and continued in the second year, should be definitely continued through this grade. By this time, the child has acquired real facility in discovering the pronunciations and meanings of new words as used in the sentences. Special stress should be placed upon the meaning of the word, not as it stands alone, but as it is used in the sentence to be read. This definite drill lays a sound foundation for learning the meanings of words through the use of the dictionary in later years. If the children are not reasonably independent in their recognition of new words here, they should be given the most thorough reviews and elementary drill exercises, as suggested in Chapter III.

Children who have had the work from the beginning will give no trouble. The difficulty arises among those who drift in from other schools having had little or no preparation in phonics. In order to bring a class to a uniform standard, review of the phonetic course outlined in Chapter XV would be beneficial. As children of this age progress much more rapidly than beginners,

from five to ten minutes' daily drill would soon take them through the whole course. Start at the beginning with the letter sounds. A child in this grade should know his letter sounds, and testing him is the only means of making certain that he does know them. Use some concert work, with individual drill, for those who are weak.

The phonics outlined deal principally with words of one syllable. Third grade children should be given exercises in dividing longer words into syllables in which they may recognize the phonograms of their earlier lessons in phonics.

#### TYPE LESSONS FROM THE THIRD GRADE READER

The power developed in first and second grade reading should be extended in the third grade. All the interesting helps and devices used should be continued with the widest possible variation suggested by the teacher's originality and skill. Definite use should be made of the artistic illustrations, suggestive introductions, the questions, the word lists, suggestions for action and expression, and lists of other selections, as directed in the previous chapter. In following the lesson plan as outlined in Chapter II, the teacher will always face her children happily into the truth of the selection, and give them the means of reading it with genuine appreciation. Only a few type lessons need be discussed here.

**The Flower's Thanks, pages 7-10.** The picture and the suggested mystery of the introduction create the proper atmosphere for this delightful nature study. "Who did deserve the thanks for helping the dying

flower? Why should not the rain take the credit? Let's read and see. The questions at the close of the selection will help us to find who really did deserve the flower's thanks. After you have read the story and studied the questions, see if you can find the answer to each. Be prepared to answer these questions in class. Also ask any other questions which occur to you as you read this story."

If the children have not had **definite silent reading** training or if they need more at this point, this is an excellent opportunity to give it to them. Let them read the first paragraph silently, and tell exactly what it tells them. By this time the children should be able to give correct short summaries of the substance of these short paragraphs. "What does the second paragraph tell? The third?" If the children's answers do not show clear grasp of the thought, let them read the paragraph again very carefully. Let them read and re-read it until, under tactful guidance, they acquire a clear grasp. Definite word study should accompany each of these lessons as in the previous grades. After the child has studied and discussed the selection, he is ready to read it orally, giving the proper expression to convey to others the definite thought intended. All the child's experiences in the broad field of nature may be drawn upon as a basis for his appreciation of the truth of this selection. Many other selections carry this beautiful nature message. Poems or stories memorized or read by the children may well be renewed here. New poems and stories may be suggested as hinted under "Other Selections." Perhaps one child may read

one selection, giving his idea of what it means, another may read another selection, and so on. The children usually want to express the height of their appreciation for this selection by acting it out in their own original way.

**The Monkey and the Elephant, pages 35-38.** The hint of the quarrel, and of how it was decided, supplemented by the strange illustration, awakens an eager desire to read the story. The lively dialog from the first sustains the keenest interest and leads the child headlong through the story. At the first rapid reading, the children will get the bare outline of the story. They should be encouraged to read and re-read this story until they can answer definitely the questions which help them interpret it. The selection offers a wonderful opportunity to bring out fine shades of expression to interpret the various meanings. The characters in the story are so human that the children might well be asked, "If the elephant were a person, what truth would he learn from the owl's decision? If the monkey were a person, what truth would he learn? If the owl were a person, what kind of judge would he be?" This is least of all a general nature study, but rather a keen study of human nature made the more charming because the children are given glimpses into the world of men and women, through the speech and action of animals. In interpreting this story through action and expression and in reading similar selections, the teacher should note that these stories convey to us in most artistic fashion, through the action and words of animals, truths which we would not accept if



preached to us directly by persons. Similarly, "The Camel and the Jackal," pages 49-53, may be studied and interpreted.

**The Buried Treasure, pages 57-61.** Here is a real thrift story. The suggestion of finding wonderful treasure at once awakens the keenest interest. All the suggestions and helps of the reader should be used in keeping with the general lesson plan when the truth of this selection is finally discovered by the children. They should be permitted to discover what real thrift is and how such thrift as that indicated in this story may be practiced in the home, in the school, in the shop, in the store, and in the factory. This story gives a definite, sane balance to all the fanciful stories in literature which hint of getting something for nothing.

**A Jack-o'-Lantern Scare, pages 69-72.** The scare itself, so well illustrated in the picture, creates an atmosphere which lends itself to the gruesome and the mysterious connected with Hallowe'en. Upon this basis the children may well study the early historical setting to catch something of the spirit of the early pioneers. The children must not be expected to retain much of the history, but rather to get the definite flavor, which may be enlarged in the later historical studies. The story of the American Indians, and all other early human mystery stories, may be properly read with this. The all-absorbing interest, however, is in the Jack-o'-Lantern Scare, which touches every child's experience. Let the children tell of jack-o'-lantern scares they have had and of how they plan to frighten others on Hallowe'en. A discussion of strange Hallowe'en customs

and of rare Hallowe'en joys may properly accompany the lesson.

**Little Red Riding Hood, pages 89-95.** Few hints need be given regarding the teaching of this charming folk tale. The tale, however, is not usually rightly understood and interpreted. The questions given at the close of this story hint that what happened to Red Riding Hood was partly in consequence of Little Red Riding Hood's own delay and mistakes. Too often the children have been led to sympathize wholly with Red Riding Hood instead of catching the real truth as dramatically interpreted in this selection. Southey's version of the "Three Bears" reveals almost the same truth. We are charmed with Goldilocks, but we are not left in doubt as to why she got into trouble. Many other selections may be read or told with delight and profit in this connection.

**Dust Under the Rug, pages 219-228.** This is one of the most fascinating of recent children's stories. The illustrations and helps are sufficient to guide the teacher in properly facing the children into the truth of this selection. As in previous stories, the teacher should not preach, but by tactful guidance, should permit the children to discover truths for themselves. The children will insist on acting the story. They should work out a plan for acting it, and should devise all the helps and exercises needed to show the strange rug, the old fireplace, and the little dwarfs. With a few tactful suggestions, the children will readily devise the means for conveying to little Minnie the messages of the stars, and for revealing the voice of her own conscience. In

this connection, "The Necklace of Truth," the closing selection in the book, may well be studied and interpreted through action.

**Brother Fox's Tar Baby, pages 239-246.** Fun, jokes, and tricks are always of keen interest to children. This is one of the best of the old trick tales. The mere suggestion of a "tar" baby challenges lively interest, and the series of pictures and actions showing Brother Rabbit's awful predicament challenge the interest and imagination to the utmost.

Turning a trick as Brother Rabbit did, adds additional fun and charm. This story should be read and enjoyed, not to drive home any truth, but for the sheer pleasure of reading an entertaining story. The children will want to tell the story to others, and they should be encouraged to do so. Let those who can tell it well, tell it to children of the lower grades or even to children of the upper grades. When they have worked out plans for acting it well, let them act in the presence of other children for the pure joy and delight it will bring to all.

The resourceful teacher will readily devise other possible variations of the general lesson plan throughout this book. No two of the selections are alike. While the general lesson plan may be followed, the introductions and settings may be varied at the teacher's pleasure, and the process of acting and interpreting the stories will call for the finest ingenuity and originality on the part of both teacher and pupils. If the children have been led definitely through the first three grades of their reading work following this general plan, they will have

acquired the skill to read with appreciation the selections that are within their range. The foundations will have been laid also for an appreciation for good reading, which will increase more and more, the longer the child lives. True reading with appreciation implies not only reading the selections at the time, but growing up with them and loving them more through succeeding years.

## CHAPTER VII

### FOURTH GRADE READING

**Aims of Fourth Grade Reading.** The aims of the previous grades should be kept constantly in mind. The pupil should here read aloud fluently and with correct expression. He should complete the mastery of phonics so as to be able easily to get new words independently. He should be drilled in correct pronunciation, distinct enunciation, clear articulation, and proper expression as means of conveying to others the thought he himself gets from the printed page. Through his own efforts he should be able to grasp the thought of what he reads so clearly as to enable him to reproduce it in a simple way. Special stress should be given to correct methods of thoughtful silent reading. **Thought using** as well as **thought getting** must claim the child's attention. He must learn how to study well all the work of the grade.

**A Critical Transition Stage.** There has always appeared to be a gap between third grade and fourth grade readers. Certainly there is a chasm to bridge here. The pupil has heretofore concentrated his energies on formal reading, or on reading to get and to express the thought. He has had to work hard on the mechanical side. Just as he becomes proficient in formal reading in the third grade, he finds himself suddenly plunged into a new situation where, in the

fourth grade, he must read a great deal outside of his reader. His home geography, his elementary language, and his number book divide honors with the reader. He faces a multitude of strange words, and he faces the necessity to read in order to use what he reads. He must read with a changed motive. The Fourth Grade Reader is here planned with this in mind. Study questions, additional notes and helps, diacritical markings introduced to prepare for and to supplement the use of the dictionary, enunciation and expression drills to assist in perfecting the mechanics of reading, and action and dramatization exercises to give grasp of the thought and facility in natural interpretation, are used throughout the text.

**Silent Reading and Independent Study.** The teacher should first have the child read a part of a story or poem silently to find the answer to a pointed question she has asked. The child may read aloud the passage which proves that his answer is correct. She should continue the exercise until she is certain that the child understands just what is wanted. Later she may write questions on the board permitting the child, in silent reading of the story, to find the correct answers. The teacher should be quick to help pupils who fail to do definite silent reading work. Next, the textbook questions on the selections may be discussed in a study-period of silent reading. Later the pupils should prepare answers to questions independently and participate in lively class discussions of the questions. Pupils' answers to questions show clearly their abilities as silent readers and their skill in study. Vary the exercise by

having one child reproduce the story, another tell what he thinks is the most interesting point and why, and so on. (See Chapter XVIII.)

The interesting, definite assignment consistently used and conscientiously followed up is the best stimulus to independent study.

**Reading Skill Used in Other Branches.** Too often, children may know number combinations perfectly and read glibly from their readers, yet not be able to solve the simplest problems in the number primer. What is wrong with such children? They are poor readers. They are not able to **get** the thought and **use** it. Once they are definitely trained in right habits of silent reading and study, they will, with slight help, use this skill in mastering other subjects. Those trained to answer definite questions or to recite definitely on topics in reading will **turn** their skill to account in mastering their geography or language work, if the assignments are equally definite. (See Chapter XVII.)

**Expression, Action, and Dramatization.** The expression drills following each selection should be used definitely to give the pupil a clearer, firmer grasp of the thought. Tongue twisters outside of the story may charm and entertain, but real help comes from interesting practice on passages which offer real difficulty. A few of the most troublesome passages are suggested for special drill. The teacher should select other passages if necessary. Have the pupils read the passages slowly with correct pronunciation and distinct articulation, first outside of, then in connection with, the story. These exercises used regularly will greatly

improve pronunciation, enunciation, articulation, and expression, for they constitute natural drill materials to challenge the best efforts of the pupils.

Dramatization and acting may, as in the preceding grades, either precede or follow the oral reading. In any event, the teacher should lead the pupils to arrange the details and to plan to carry them out. They should feel the responsibility for arranging the scenes and situations, for devising crude costumes where necessary, for assisting in assigning the parts, and for adding clever original touches to increase the delight while clarifying the thought.

**Diacritical Markings and Preparation for the Use of the Dictionary.** Diacritical markings are here introduced in the word lists for the convenience of the teacher, and for the use of the pupil in case he is taught the use of the dictionary in this grade. See Chapter XIX, on "The Use of the Dictionary and Reference Books" for directions for teaching beginners how to use the dictionary. The meanings and uses of diacritical marks and the alphabetic arrangement of words should be made clear as first steps in teaching the use of the dictionary. The phonic drills given earlier should add cumulative skill to supplement dictionary drills.

**The Work of the Grade.** At least one basal reader and three supplementary readers or their equivalent should be read in the fourth year. From six to twelve stories should be well dramatized, and from five to ten good poems should be memorized. Thoughtful silent reading, clear-cut oral recitations, and right methods



of study should be insisted on in all the other work of the grade.

#### TYPE LESSONS FROM FOURTH GRADE READER

The lesson helps are so complete in the Fourth Grade Reader that it is unnecessary to give a detailed treatment of every lesson. A few type lessons are here discussed to show how the lessons may be still further enriched and the exercises varied to add interest and charm.

**The Tale of Peter Rabbit, pages 9-15.** How many have read "The Tale of Peter Rabbit"? This is a story already familiar to the children. Who can tell us something about Peter Rabbit? How did he happen to get into so much trouble? What scary things happened to him? Ask several of the children to bring their Peter Rabbit books with pictures. Ask all to think of the mischief they have known rabbits to do in the garden. Now this story tells all about Peter Rabbit and his big scare. Let's read this story quietly to find what we can about this mischievous little rabbit.

**The Study Recitation.** At the next period, the teacher may first show pictures of Peter Rabbit, then answer questions which arise from the children's first attempts at reading the story. Then she may direct: "All open books at **The Tale of Peter Rabbit**, page 9. What is this tale about?" After giving a moment for quick answers, she may continue, "Who was Peter Rabbit? Now read the first paragraph to yourselves. Where was his home? Who else lived in that home? Now, read the second paragraph quietly. Why did not Mrs. Rabbit want her children to go into the garden?"

In this type of study recitation alternating silent reading and the oral discussion of discoveries made, the children betray their points of strength and points of weakness in study. The teacher can easily give help where help is most needed. She will easily discover words and phrases not familiar.

**Discussion of Questions.** A next period may well be given to a discussion of the Exercises, which should have been previously assigned as a result of the study recitation. Answers to questions should be made by the pupils independently, and the teacher should not use any pupil's answer as an occasion for "preaching" or "moralizing." Only what the pupil is led to discover, not what is preached into him, sinks into his soul.

**Oral Reading and Dramatization.** An exercise may be devoted to drill on difficult words and to articulation drills. These drills are doubly interesting because they cover the dramatic turning points in the story. After the difficult words and articulation drills have been cleared away, and after oral discussions have shown a mastery of the thought, the pupils may read the selection orally. The oral exercise will reveal additional mechanical difficulties over which the pupils should be tactfully helped.

Then the selection may be dramatized, the pupils making the plans under the teacher's direction. Pupils will be quick to suggest what can be used for the garden, the tool-shed, the water can, the pond, the fir-tree home. Four scenes will suggest themselves: the home scene beneath the fir-tree, Peter's first adventure, Peter's wanderings and second adventure, the home treatment of Peter.

**Broadening the Appreciation.** The pupils may then be told other short stories or read poems of strange quests and related adventures. Preferably, the children should be directed definitely where to find other similar tales and should be permitted to tell or read in class the ones they like best.

**The Lark and the Farmer, pages 20-23.** Follow here a plan similar to that just presented. Add clever questions to make the pupils desire to read the story. Some have already heard it. Do they like it? Use the hints in Notes 1-3, page 22, to stir up keener interest. Silent reading and right study habits may easily be developed here. The whole is in the form of a dramatic dialog. The articulation drills almost tell the whole story while covering all the type difficulties in articulation. The study exercises are clear and pointed. They lead the child to discovery. Again, the teacher must not "preach."

This lesson may be dramatized first, with books in hand, by having one child read the connecting parts, and by having the pupils in turn read the parts spoken by the lark, the little ones, the farmer, and the farmer's son. Then without books, the pupils will quickly arrange their own clever dramatic version. "The Buried Treasure," "The Wheatfield," "Belling the Cat," and "Little Brown Hands," are among the best of the additional readings suggested.

**One, Two, Three, pages 35-38.** The suggestions in the text are sufficient to guide the tactful teacher. A game of hide-and-go-seek between a little crippled boy and a wrinkled old grandmother who "couldn't go

running and jumping" is a perfect dramatic setting for children. Have the children play the game as the little boy and his grandma played it. Have them ask questions and give the answers in complete sentences. Longfellow's "Children's Hour" and Hawthorne's "The Paradise of Children" are among the choicest of the additional readings.

**How the Indians First Obtained Fire, pages 88-94.** This is an interesting conversation action lesson which calls for few directions other than those given. Indian life may be studied here. Pictures of Indians, of wigwams, and of all kinds of available Indian tools, weapons, or relics will vivify the work. Stress especially the additional readings, having the pupils read and tell other Indian stories, myths, and legends. Correlate this work with the study of the Indian race in geography and with the story of the American Indians in history.

**Jack and the Bean Stalk, pages 245-263.** This is a matchless old story admitting of a great variety of methods of treatment. First, the issue of this dramatic story should be clearly drawn. Jack, a worthless, or care-free, boy who had not discovered his life work, was strangely guided by a Fairy who told Jack that a cruel Giant, whose life his father had saved, had murdered the father, robbed the estate, and left his mother in poverty. The Fairy revealed to Jack his life work of restoring the wrong. In the child's world, the Giant represents wickedness; the Fairy, goodness and right. Then there is no blood-and-thunder here. Instead, we have the charming story of a care-free boy awakening to his life work and allying himself with righteousness

against wickedness to restore a cruel wrong. Jack is the children's Hamlet, for the story of "Jack and the Bean Stalk" is constructed on a theme similar to that of the Shakespearean classic. This story may be used as the basis of more sustained reading work. The craving for a longer story may be satisfied here as in "The Ugly Duckling," and helps and suggestions are provided to insure definite assignments, definite preparation, lively recitations, and vivid dramatic action.

**Variety of Treatment.** Although the study plan is the same, the Fourth Grade Reader offers such a wide range of fundamentally interesting poems and stories that no two can be developed exactly alike. Different settings must be created for each. Different messages challenge the utmost resourcefulness of pupils and teacher as to method of study. The widest range for action and dramatization is afforded, and the additional readings are drawn from the richest fields of child literature adapted to the grade.

## CHAPTER VIII

### FIFTH GRADE READING

**Aims of Fifth Grade Reading.** The foundations laid in earlier grades should be used fully here. Mastery of the simpler mechanics of reading, fluency, correct pronunciation, clear articulation, and natural expression should be assumed. The basis for good silent reading and right habits of study should have been established. If, however, pupils are weak in any of these essentials, the teacher should unhesitatingly introduce the reviews or additional drills necessary to strengthen the weakness. All careless habits should be corrected. In addition, the reading work of this grade should aim specifically (1) to perfect the child's skill in the use of the dictionary, giving him a mastery of the mechanics of word-getting, (2) to strengthen the pupil's powers of getting, holding, appreciating, and expressing the author's thought, and (3) to stimulate his independent mastery of all other subjects in the grade.

**The Work to be Done.** One basal reader and at least three supplementary texts, or the equivalent, should be mastered. Supplementary library reading should be assigned to correlate with other subjects, such as interesting geographical readers and live history stories. From two to ten selections should be dramatized, and from five to ten poems memorized. Ample

practice should be given in oral and directed silent reading from the texts in arithmetic, history, language, and geography. The use-the-thought side of reading should be strengthened in frequent study-recitations in these other subjects.

**The Use of the Dictionary.** If the use of the dictionary is postponed until this grade, or if pupils are not proficient in its use, the most careful drill should be given. Real skill is developed by directed use and by the independent use that should naturally follow. After the pupil is shown how to use the dictionary and what help he can get from it, he must then **use, use, use** it until its right use becomes habitual. He should no longer rest easily in the presence of strange words. If their pronunciations and meanings are not clear from his knowledge of phonics or from the context, there should be developed in him a skill and a facility which impel him to use the choicest available tool of word-mastery. (See Chapter XIX.)

**Reading Skill Used in Other Subjects.** Can the fifth grade pupil get the point to the problem in arithmetic? If not, he should be trained in facility to do so with accuracy. Most slipshod work in arithmetic results from careless habits of reading the problems. If the pupil does not get the substance of the history text, or of the geography story, he should be given clear-cut study-recitation drills until the process of text-mastery is clear. The teacher should not be satisfied with either the oral or the silent reading of her pupils, unless they read with commendable accuracy, facility, and appreciation in all subjects.

## TYPE LESSONS FROM THE FIFTH GRADE READER

Once the lesson plan with its many possible variations is understood, few lessons will need to be more specifically outlined than in the text. The resourceful teacher will readily supply a most charming variety of settings and will naturally create a world of rich suggestions for carrying on the work. Only a few lessons typical of different kinds of reading work in the grade need be discussed in detail.

**The American Boy, pages 1-5.** Here is an excellent patriotic selection. The flag, the picture of Independence Hall with a word of explanation of its meaning, the suggestions of the Glorious Fourth with its glad shouts, firing of cannon, and waving of flags—these give the proper setting. Has one of the class visited Independence Hall, or the Betsy Ross home where the flag was born? Let him tell of the visit. Why do we salute the flag? What does it stand for? What respect have you seen soldiers or others show the flag? Who is speaking as this poem opens? Who answers in the second stanza? Just what is the situation? Now, let each read this poem carefully, and see how much more you get from it as you read it and re-read it until you can answer correctly the questions under “Exercises.”

**Word and Articulation Drill.** Devote some time to helping the children discover the pronunciations and meanings of words that bother. Drill definitely on the articulation exercises suggested and add others if desired.

**Silent Reading Drills.** Using the questions under “Exercises” or others that suggest themselves, give the children a thorough drill in silent reading. In this way,



they will master the thought and be ready for an interesting exercise in oral reading.

**The Oral Reading Lesson.** Have one child act as the "father," one as the "son," and, if conditions permit, let the others give three cheers for the flag. In any event, the flag and the imitation of the far-off cannon roar and shouts in the distance may be arranged. Then have the stanzas read in turn in this dramatic setting. Let two others see if they can produce a better interpretation. What is the true meaning of the boy's ringing shout? What last word did the father give the son?

**Additional Readings.** The pupils have a wealth of patriotic stories, poems, and songs from which to choose. Let each read a short selection carrying a patriotic message or recite a patriotic poem memorized the preceding year. The "Star-Spangled Banner" might be used with good effect. Be sure that the entire exercise leads the pupils to discover for themselves new reasons for loving and for defending our country.

**Little Brown Hands, pages 12-15.** This poem carries a message of respect for honest toil. Telling the story of how the poem came to be written, and of what the fifteen-year-old girl received for writing it, creates the right atmosphere. The pupils will be eager to read but they will meet many difficult words and expressions. Many will fail to get the clear pictures without definite help. Let them try the poem. Encourage and help them to look up the pronunciations and meanings of troublesome words, and to master the difficulties of articulation. In the study-recitation,

strengthen the children's skill to read this type of selection well silently. This poem tells what **little brown hands** do, and what becomes of them. Read the first four lines quietly. What do these lines tell of little brown hands? What sounds are heard as the cows are driven home? What pictures are given us? What do the next lines tell us? And so on through the clear pictures of work and play. The children may require special help on the last stanza. What does the **sword** stand for? the **chisel**? the **palette**? Lead the children to see that **little brown hands** when grown defend their country, do the world's work, and create works of art for our enjoyment. Oral reading to interpret the clear thought and to convey the beautiful pictures is now a real-life exercise, and the children should be permitted to enjoy it. Many will want to memorize and read the poem to the school. Other poems from "Additional Readings" or poems previously memorized, may be read or recited to reinforce the thought of the mingled joy and responsibility of **little brown hands**.

**Beautiful Joe**, pages 55-64. This is always a favorite. The story may have been read to the children earlier, but they never tire of reading and re-reading it themselves. How many of the children have pets? Let each tell of his pet. Here is the story of a dog told by himself. The children are anxious to read it. Silent reading, definite study, and word drill exercises are carried easily in the spell of intense interest attached to the story. The children will want to read the entire book, "Beautiful Joe." With this story, "Black

Beauty" may be read, with readings, stories, and recitations on other pets and on kindness to animals. The suggestions in Notes 1-4, page 63, will enable the teacher to get permanent life-values from such a lesson. "Daniel Webster's First Case," pages 91-95, offers a rare opportunity to impress the same thought in cleverly worked out dramatic form.

**Paul Revere's Ride, pages 158-167.** This study correlates well with history and geography. Enough of the thrilling story of Revolutionary times should be told to give a clear setting. Why did Paul Revere take this ride? What was at stake? Tell the story of the ride. Study the picture (page 159). Be sure the map of Boston and vicinity is clear. The teacher should sketch the situation on the board. Such a sketch will make clear every otherwise obscure expression and reference. If possible, it would be better to have one group look up in the history and report the story of Paul Revere, and another group study the situation and sketch the map, making clear explanations of it, as the geographical setting. Make use of all available helps in the Introduction, Notes, Exercises, and Additional Readings. Be sure to have the children understand just when the poem was written, what was taking place then, and why Longfellow was telling this story of Revolutionary days. The last four lines will then convey the definite message of the poem in its true heroic setting.

## CHAPTER IX

### SIXTH GRADE READING

**Aims of Sixth Grade Reading.** The specific aims here include those of fifth grade reading with important additions. Too often, the systematic use of the dictionary is neglected because of the amount of work required. Now is the time to perfect and fix as a permanent habit that of the intelligent systematic use of the dictionary. A much greater amount of work can be done well if the pupil understands clearly what he is reading. Rapid reading drills, sight reading, and drills in silent reading and how to study should be extended in this grade. Drills in pronunciation, articulation, and expression should be naturally continued. Getting a clear, usable mastery of the author's thought in any text-book used in the grade, and perfecting skill in the independent mastery of all subjects in the grade, are minimum necessities which should be especially stressed.

**The Work to be Done.** One basal reader and at least three supplementary texts, or the equivalent, should be studied. The supplementary work may take the form of interesting longer classics, or of well-written industrial, historical, and geographical stories. Well-directed outside reading is also desirable. From two to ten selections should be dramatized, and from five to ten poems memorized and recited to the school. Con-

tinued special direction should be given to perfect the methods of systematic study in all other branches.

**The Use of the Dictionary and Books of Reference.** With continual practice in using the dictionary the pupil should be shown definitely how to find in the encyclopedia or other reference books the facts on any topic assigned. The pupil's skill in investigation should be developed. He should be shown how to use the indexes, tables of content, and other helps in books of reference. He should be shown how to find and how to get the most out of any article in the encyclopedia. Cross references and references to other works should be explained. This habit of investigation can be developed best in connection with actual work, first in group-study exercises, then in individual assignments.

**Reading Skill Used in Other Subjects.** Without properly developed reading skill, the other work of the grade cannot be well done. Skill in studying well the other subjects of the grades, depends on ability to get the thought quickly and accurately from the texts in language, history, arithmetic, and geography. The best test of a good reader is that he be able to read with appreciation, both orally and silently, from all the textbooks of his grade, and that he be able to put to good use the knowledge acquired.

If the teacher of this grade is not familiar with the reading work that has preceded, she should study the foregoing chapters. She should at least read the instructions for teaching in the two or three grades below in order to know what she might rightly expect of her pupils. She should also familiarize herself with the

work of the higher grades in order properly to prepare her children for that work. Reading is in no sense a one-grade subject. The successful teacher must grasp the subject as it develops through the grades.

#### TYPE LESSONS FROM THE SIXTH GRADE READER

Because of the large number of helps given in connection with each study, it is here necessary to present only a few type lessons. The selections increase in difficulty with each grade, but if the work of the previous grades has been mastered, these studies should give increased independence and delight, and finer insight into the great world of children and grown-ups.

**The High Court of Inquiry, pages 61-69.** Here is a rare story. The introduction gives a capital setting. In how many ways have you known boys to settle their quarrels or disputes? How do girls settle theirs? How do grown persons settle theirs? In what ways have nations settled their differences? Read this story to see how this group of live boys brought one of their number to trial. Be sure you understand every word and every statement. Look up troublesome words in the dictionary. The questions under "Exercises" will help you to master the story. Study the questions and the selection until the answers are clear. Be prepared to answer the questions in a spirited class discussion.

**Word Drills and Silent Reading Drills.** It is necessary that the children know the exact meanings of the troublesome words. They should be able to give these meanings and to use the words correctly in sentences of their own making. Using the questions or others that

suggest themselves, give the children a rapid silent-reading drill over the exercise after they have studied it carefully. Keep the attention and interest all centered on the main issue of the trial.

**The Oral Reading of the Lesson.** Have each pupil assigned a part. One may be Arthur Bonnicastle, two may take the part of the officials, others may be assigned respectively the parts of the presiding officer, Henry, Jack Linton, Mr. Bird, and others in the court room. First the lesson may be read, books in hand, the pupils taking care to bring out carefully the fine shades of meaning. The parts may be re-assigned and the lesson re-read to show how the new group would interpret the selection. Interest is added when girls are given the parts to show how they think the passages should be read in order to bring out the thought. Finally, the class as a whole or acting through small groups, should arrange a dramatic form of the selection. They should be encouraged to work out in an original way the setting, all the details of the "august tribunal," any simple costuming that will add to the realistic scene, and other helpful suggestions to aid in a fine interpretation of the scene. Then have the dramatic form acted out before the whole school or as a part of a public entertainment. Here is a real chance for real boys to read and to interpret a real boy experience.

**Broadening the Appreciation.** Have members of the class read and report other keenly interesting experiences in which boys and girls use their wits to good advantage. Children of the third grade, or those in the fourth grade who learned the story earlier, may

enjoy dramatizing "The Necklace of Truth" for the children of the sixth grade. Children never tire of these stories. With each new opportunity to live them, they love them better just as they love to sing a beautiful song or hear a charming selection of music over and over again.

**In School Days, pages 98-102.** "The greatest school-boy poem in the English language" should certainly be made the rich possession of every child of the grade. This poem gives a delightful picture from the school days of the poet Whittier. Who was Whittier? Where did he live? What kind of school did he attend? What is a "sampler"? Have the children find out all they can for themselves, then help them as far as is necessary to give them a keen appetite for this delicate poem. How did this schoolroom compare with yours? What kind of master taught there? Read the poem carefully. Look up words that trouble you. Follow the questions. They will help you to enjoy the poem. Here is an excellent opportunity for definite silent reading drills, and for natural expression drills. The succession of pictures is irresistible. All, however, should finally be subordinated to the clear, ringing thought the delicate poem pictures illustrate. That thought is couched in the last stanza. Once it is grasped, the poem affords a charming memory exercise which will linger in the hearts of children long after they are grown.

**The Procrustean Bed, pages 148-154.** Here is the story of an adventure of the Greek hero, Theseus, with Procrustes, a cruel robber and murderer. Who was Theseus? Who was Procrustes? Look in the ancient



histories and in the encyclopedia. How did Theseus happen to be taking this strange journey? Why did the people call Procrustes the Stretcher? Read the story and learn what you can of the Procrustean Bed and of what happened to its cruel owner. Look up all difficult words, and make sure that you get the correct meanings. Learn the exact pronunciation of Theseus, Procrustes, and Procrustean. This story gives an excellent opportunity for silent reading drills, and for correlation with early history and mythology. The children crave familiarity with the characters of old mythology. They begin to see many references to them. Some of the more important ones may be made familiar by having different pupils report briefly but clearly on different characters connected with Theseus. See Kingsley's "Greek Heroes," and Gayley's "Classic Myths," or look up the characters in any Greek history. Aside from permitting children to enjoy the charming adventure, let them puzzle a bit over whether there are persons today, who, in any way, act like Procrustes of old.

**The Great Stone Face, pages 307-340.** There is no more abiding bit of child literature. The introduction here gives a fitting setting. The story may first be studied in sections, then read and told as a whole. Many difficult words and subtle expressions are found throughout the story. The pupils should not at first be held rigidly to a mastery of them all. The teacher can profitably tell the first part of the story, or read it with clear explanations. Then, at the right moment, set the eager pupils at work upon it. Perhaps, the

first exercises should be silent reading and discussion exercises. The giant old face with the superstitious beliefs concerning it, and the strange prophecy, are enough to chain the interest and to compel complete reading.

Enough time should be spent on this study to give the children clear possession of the story. They will see new and more interesting things with each successive reading. The clear thread of the story should be kept uppermost in every mind. Have various children read and report others of Hawthorne's charming tales, or have them read or recite short poems carrying a truth similar to that of **The Great Stone Face**. In time, the central truth of this matchless story will make its way into every open mind and heart.

## CHAPTER X

### SEVENTH GRADE READING

**Aims of Seventh Grade Reading.** At this stage, the child should be a good oral reader and he should know how to study. He should here perfect himself in facility to use the dictionary, the encyclopedia, and reference helps. He should be able to master the thought of a selection and to reproduce it in an orderly, effective way. His powers of discrimination, hitherto cultivated in systematic study, should be developed into an appreciation of, and a taste for, the best literature. Master of the mechanics, the child should now give his best energies to joyful appreciation. In his other subjects, he should be able to get the facts readily and **should be encouraged to follow those facts until he discovers what they mean in terms of life.** Thus history, language, arithmetic, geography, and other studies become real and living. Team work, socialized recitations, and group exercises, with special emphasis upon dramatization, will offset the pupil's self-consciousness and lead to better results.

**The Work to be Done.** One basal reader and at least three other texts, or the equivalent, should be read and mastered. Longer classics, well-written tales of adventure, history stories, geographic readings, nature stories, stories of industry, or well-selected fiction may, under strict, sympathetic guidance, be included in the "equivalent." From two to six selections should be dramatized,

the pupils preparing carefully the dramatic forms of the story in correlation with the work in language. From three to eight poems should be memorized and given in class, or as part of the literary or entertainment feature of the school. Special stress should be placed upon developing right tastes and choices. The library habit should be well begun, and a taste for home reading cultivated.

**Using Reading Skill in Other Subjects.** Correct pronunciation, distinct articulation, and proper expression should be re-emphasized in order that, at this stage of rapidly developing emotions, life-habits may be fixed in a setting of genuine appreciation. Here, also, the group exercise and the socialized recitation demands in all subjects clear speech, polite manners, and ability to make a point clearly. Each reading study rightly developed gives increased skill to master and to evaluate the thought. Language is better spoken and more easily written if the oral, silent, and written work in reading is well done. The same is true in geography, history, arithmetic, and other subjects. Here, too, the pupil can feel the use of reading as never before. Such selections as "The Boston Tea Party," "The Song of Marion's Men," "A Call to Arms," "Lincoln, the Great Commoner," are among those which correlate closely with American history. A large number of selections touch the history, geography, and literature of other lands.

#### TYPE LESSONS FROM THE SEVENTH GRADE READER

Here, as before, only a few suggestions on type lessons are necessary. Study closely the suggestions contained in Chapter IX. Every study should be kept

a unit for purposes of interpretation and appreciation. Here many of the mechanical difficulties will disappear in the white-heat of interest. The teacher should feel free to vary the settings, the questions, the additional readings, in any manner which best suits her purpose in getting into each mind and heart an enthusiastic appreciation of the selection. The work should be unforced, natural, without preachment. Only what the pupils are led to discover and to choose voluntarily becomes a part of their real tastes and choices.

**Abou Ben Adhem, pages 1-3.** The fanciful setting at once inspires keen interest. Let the pupils read and re-read the poem, studying and answering to themselves the questions as they read. Discuss the questions fully in class. Then have a member of the class explain briefly the setting and read the poem. Others may read to show their idea of what the poem conveys. Most of the pupils will memorize the poem during the study. What other selections carry similar messages? Let each read or recite a selection and tell how its message resembles that of "Abou Ben Adhem." Why is this poem such a favorite? Why are the others read also popular? Which of them all do you like best? Why? "The Bishop and the Convict" from Hugo's "Les Misérables" (page 163) is a charming illustration of the truth of **Abou Ben Adhem**.

**The Wonderful One-Hoss Shay, pages 73-80.** Children of this grade like fun, especially if it has sense in it. Here is a poem that makes us smile, and think. That's why we like it. And why isn't it true? How could a chaise break down if every place was "uz strong uz the

rest?" What is logic? Then, according to logic, how could such a carriage break down? Read and study the poem. Be sure that all difficult words and historical references are clear. The notes will help, and the questions will make you think hard. Prepare to discuss the questions in class. What peculiarities of speech do you find? Why are they used in the poem? Point out playful passages which add to the humor. What humor do you find in the poem? What do you like best about it? Have individuals read the poem aloud to give the class their interpretation of it. Different groups may also be assigned the task of clear-cut oral interpretation of the poem. Have the pupils read to the class other poems or stories which in any way resemble this. Mark Twain's "Whitewashing the Fence," from "Tom Sawyer," should be read and enjoyed here for its real fun and keen sense. Most of the other additional readings suggested give more serious, but none the less enjoyable interpretations.

**A Call to Arms, pages 91-99.** Each pupil should first get a definite understanding of the historical setting. Who was Patrick Henry? Why was he speaking? Just what was at stake? Get all you can from the history and from the encyclopedia. Read closely the eye-witness's account of how Patrick Henry delivered the speech. Read and study closely every word, every phrase, every sentence of the speech. Study the questions. Be prepared to discuss them in class. Here is a challenge to the most careful silent readers. After the pupil has mastered the address, he should re-read the account showing how it was delivered. Then he

may well memorize it and deliver it to show forcefully his best interpretation. Many of the pupils will want to know this, one of the most memorable of orations. The class will be interested in reading and reporting other selections from Revolutionary times. Let them show their preferences, giving reasons for their choices.

**The Trial by Combat, pages 257-274.** This stirring tale is one of knights and ladies of long ago. Look up carefully knights, ladies, castles, tourney, tilt and tilt-yard, chivalry, and other troublesome words. If possible, find and bring to class pictures of knights, ladies, and tournaments. Read the introduction to the lesson, which gives the complete setting and connection with the rest of the story. Then read the story. Re-read it, studying the questions, and preparing to answer them in class discussions. Nothing can prevent the natural outburst of sustained interest in such a story, once the situation and text are clear to the children. Some will want to read the remainder of the book. Some will delight in preparing a dramatic form of the story. Under favorable circumstances, many teachers have had their classes arrange a simple stage setting with costumes suggestive of mediaeval knighthood, and have acted the scene, arranging clever interpretations of the actual combat itself. Let the pupils read and bring to class the best of their readings, carrying similar messages.

**The Vision of Sir Launfal and Rip Van Winkle.** These longer selections are included with the necessary helps and suggestions for study in order that the pupil

may develop the power of sustained application and grow correspondingly in right choices and capacity to appreciate the best within his grasp. The teacher should be an enthusiastic, appreciative master of these as of other reading studies in order to get the best results.



## CHAPTER XI

### EIGHTH GRADE READING

**Aims of Eighth Grade Reading.** In this grade, the re-drills suggested for the Seventh Grade should be quietly perfected as a means of helping pupils to form and fix life-habits. Many of the earlier habits formed are greatly disturbed at this time. Quiet, helpful, sympathetic attention to perfecting skill in pronunciation; articulation, enunciation and expression; to restoring right habits of study; to increasing skill in investigation, and to the cultivating of still finer appreciation of and taste for the best, is an essential of good teaching of reading in this grade. Reading with appreciation has become identical with learning with appreciation. The learner, through reading skill, has had unlocked the doors of knowledge. Through growing appreciation he has come to interpret his knowledge in terms of life-worth.

**The Work to be Done.** One basal reader and at least three other texts, or the equivalent, should be mastered. Habits of mastery in previous grades will make mastery of the work a real pleasure here. "The equivalent" may be interpreted as in the Seventh Grade, with larger freedom of choice of well-selected library books. The pupil should now have the "library habit" fairly well established. From two to six longer dramatic exercises should be arranged and

acted, and from three to eight choice selections memorized.

**Fixing the Library Habit.** Skilful use of the dictionary, the encyclopedia, and books of reference, lead naturally to the developed "library habit." "Other selections" throughout the series have had a similarly beneficial effect. The child should come to look upon the library as a friend in need when he wishes to settle a perplexing question, and his munificent benefactor when he has time for pleasure and recreation. With the development of right tastes and right choices, the pupil will naturally enjoy spending a part of his leisure or recreation time in enjoyable reading. The teacher should see to it that the child has access to the best books within his reading range. The school library, the city library, and the home collection may be drawn upon. Now is the time when the child longs as never before to enter into and to know the world of grown-ups. The library offers an attractive open door, and consequently the library habit should be happily fixed at this time.

**Correlation With Other Work.** Much reading skill and appreciation may be developed in connection with the language work. Correct oral interpretation, well made oral recitations, and convincing discussions are valuable in all recitations. The history work offers the finest possible opportunity to use reading skill. Ability to read rapidly and to retain the substance for ready use is invaluable. This is also true in civics, in geography, and in hygiene. The teacher should here make as earnest an effort to cultivate right reading habits as in the reading work proper.

## TYPE LESSONS FROM THE EIGHTH GRADE READER

But few additional suggestions need be given here. Pupils not heretofore trained in the universal method of mastering reading selections may need special, definite help. This the teacher can give readily if she will study carefully the suggestions and illustrations in Chapter II and follow the development of the studies through the grades. The resourceful teacher will naturally use every available helpful suggestion in addition to the definite program outlined in the text.

**The Star-Spangled Banner, pages 19-24.** From the history text, get the story of the bombardment of Fort McHenry, and make a sketch of the surrounding territory to show just what was at stake in the attack. Get clearly in mind the facts told in the introduction. Now read the poem. What passages now have fuller and clearer meaning? Assign the questions for careful study as definite direction for the silent reading and for lively class discussion to follow. Then read the poem aloud bringing out clearly every shade of meaning you have discovered. Let the whole school rise and sing "The Star-Spangled Banner" with new zest. Let them sing other songs carrying distinctly patriotic messages, or recite the best flag poems they know. Such a reading lesson may well be made the basis of an entertaining flag program to be given in public. Have the pupils arrange the program bringing in other flag addresses or poems they know. See the contents of **Studies in Reading** for every grade for available patriotic selections.

**The Chambered Nautilus, pages 64-69.** The introduction with the illustration forms an excellent setting.

How many have seen the nautilus shell? If possible have shells brought to class. Have the pupils read the poem following closely the questions and notes. They should read and re-read it until its music speaks to them in every stanza. After careful study, have a spirited class discussion of the questions. Read the interpretation of the poem in Sherman and Read's "Essentials of Teaching Reading," page 66. Study the last stanza—the real song-message heard by the poet. The pupils will need some help. It should be observed that each new dome of the creature's dwelling is larger than the last. The voice singing in the poet's soul expresses the hope that, nautilus-like, each new "temple" shall bring its occupant nearer heaven "with a dome more vast" until the dome of the "temple" shall coincide with heaven's dome and the soul shall then enjoy perfect freedom. From the discussions and explanations the pupils must finally be left in possession of this beautiful poem as a whole, its message singing itself into their souls. They will want to memorize the poem and to read or hear other poems carrying similar messages.

**Columbus, pages 80-85.** With the reproduction of the rude chart of Columbus and the clear historical setting, this study offers a clear correlation between reading, history, and geography. Contrast this voyage with the recent daring attempt of Hawker and Grieve and the successful sea-plane flight of Lieutenant Commander Read. Taking each hero in his setting, who is the greatest?

**O Captain, My Captain, pages 178-182.** The historic setting of this poem at once awakens our interest.

Learn more of Whitman and his relations to Lincoln. Upon what figure is the poem based? Read the poem in its setting, and study the questions with a view to discussing them in class. After a re-statement of the setting and a satisfactory discussion of the questions, interpret the poem in oral reading. Have some one read to the class Markham's "Lincoln, the Great Commoner" (Seventh Grade Reader, page 252). Collect and read to the class other poems and stories. Have the class together arrange and give a Lincoln Program, with appropriate stories, poems, the Gettysburg Address (Sixth Grade Reader, page 188), Lincoln's letter to Mrs. Bixby, and appropriate patriotic songs. The class may, if desired, prepare the program for the whole school to give as a public observance of Lincoln's Birthday.

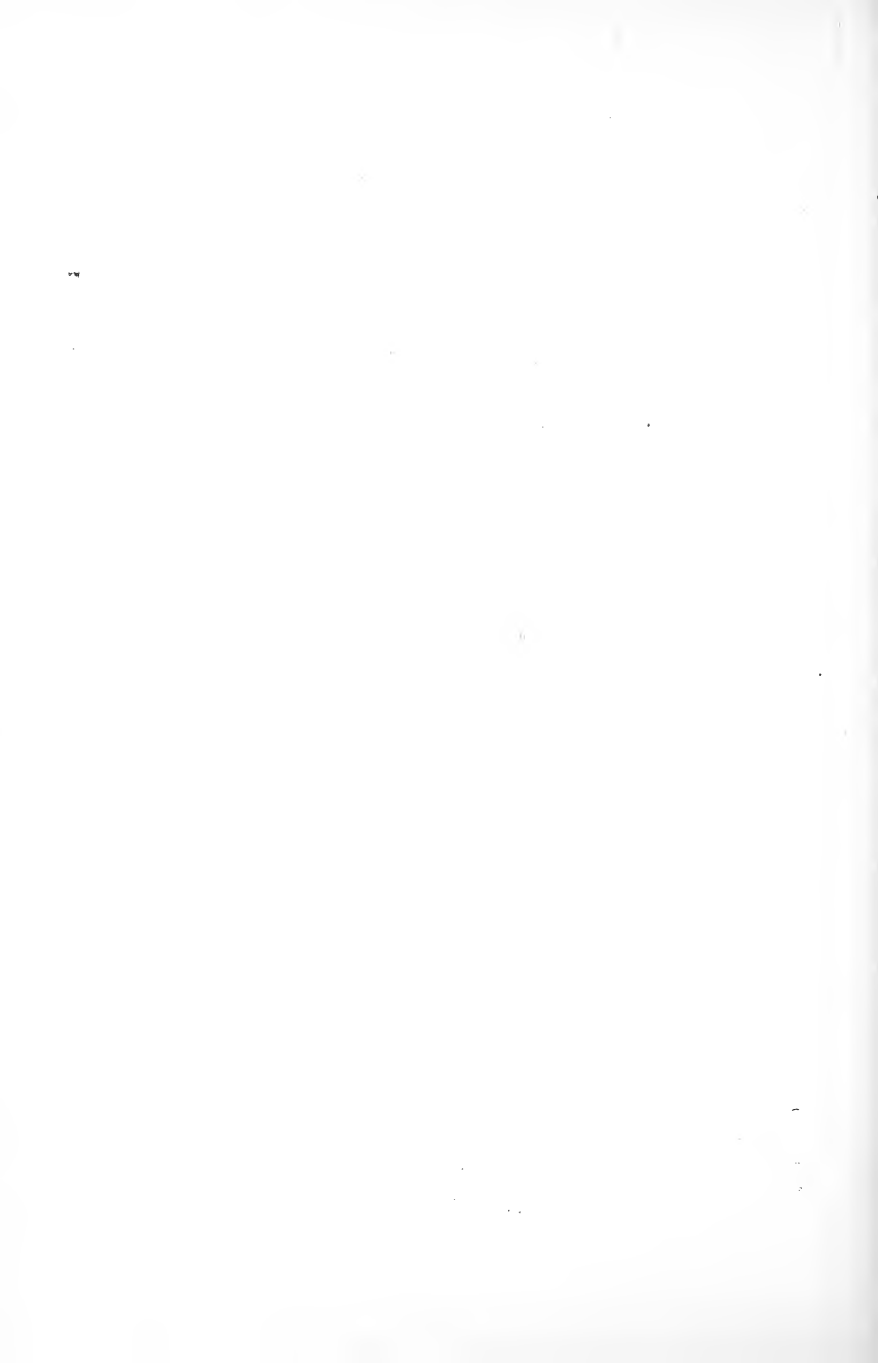
**The Shepherd Psalm, pages 249-256.** William Allen Knight's "Song of our Syrian Guest" is a satisfying setting and illumination of "The Shepherd Psalm." This is one of the most beautiful reading lessons from the Bible. If the teacher will lead the pupils to read this charmed setting, and study carefully the questions, each successive reading of "The Shepherd Psalm" will bring new and enlarged meanings.

**Evangeline, pages 261-380.** The definite historical setting, the well-prepared foot-notes, and the definite program of study questions make this longer study easily within the appreciative reach of the pupils. This tragic "Tale of Acadie" with its charming thread of love forms an American epic every child should know. It forms the background for the study and appreciation

of a part of our historical development too often sadly neglected.

**A Flower Garden, pages 384-404.** Here the children should be permitted to revel, and to make their own discoveries. Memory gems of highest value and beauty are offered free. Communion with these short treasure-songs will inspire a love for better things, will give the soul a "set" that will hasten it toward the highest goal. These gems, like all the other selections in **Studies in Reading**, are selected because of their present appeal to children and their abiding charm to grown-ups in every walk of life.

## PART II





## CHAPTER XII

### WORD AND SENTENCE RECOGNITION

The basis of all reading is word recognition. The more rapidly words are recognized the more readily the child will grasp the thought. Thus the child who is able to run through a phrase or short sentence with one sweep of the eye grasps the thought more readily than the child who must pause before each word. The habit of seeing one word at a time is most objectionable and should never be formed. If, from the start, children recognize such groups as, "Good morning," "Go to Sleep," "Wake up," or "This is the Way," they will not be so much inclined to pause before each word. There are, however, some words which must be recognized singly and these should be known instantly. Part of this is accomplished by having the word appear in some sentence group which appeals to the interest, but to insure its being fixed in mind there must be frequent repetition.

Word drills, phrase drills, and sentence drills should be frequent and thorough. The first of these may be arranged as on page 21, using the same words over and over. New words may be added and used in the same way. Later lists may be written using each word but once.

**Interest is the keynote of all learning.** Since isolated words have no attraction to awaken interest, an arti-

ficial interest must be built up around them. This may be done through a game or contest. The teacher herself should come to the recitation with the animated manner of one anticipating something pleasant. The following devices may be used to lend variety.

**Devices for Word Drills.** Write lists of words upon the board.

Let the class name them in concert.

Let the boys name them.

Let the girls name them.

Let certain groups in turn rise and name them.

Let individuals name them.

Let each child in turn name and erase three.

Let each child in turn name and quickly draw a line around two.

Let two children pass to the board and each in turn name and erase a word till all the words have been erased.

As the teacher writes a new list on the board let the class name the words in concert.

Let each of two children have a pointer. As a word is called see which child can find it first.

Draw a picture of a haystack with words written down one side. See how many can slide down the stack. (Name the words.)

Draw a snowy hill for coasting and see who can "coast" down the hill.

Draw a pond full of fishes with a word on each fish. The children may catch the fish by naming the words.

A large ring of marbles may be drawn with a word written above each marble. The pointer is the shooter and as the child names a word he knocks a marble out of the ring.

A long railroad track may be drawn and words written between its rails. In naming the words, the children journey to any chosen city.

**Labeling** is a device for adding new words to the

vocabulary. Bring into the school room some object or picture of an object. Place it in a conspicuous place and attach to it a card bearing its name. After a day or two, use the word in sentence drills or in reading lessons.

**Devices for Sentence Drills.** The best drills are those which combine the words in sentences, as children then think of the meaning as well as of the form of the word. These sentences should be short and the familiar word repeated as frequently as possible. Suppose, for instance, that the word to be taught is **what**. Such exercises as the following may be placed upon the board for rapid sight work:

What can Mark do?

He can bark.

What can kitty do?

She can mew.

What can Pony Jim do?

He can eat oats and hay.

What can a boy do?

A boy can go to school.

What can a girl do?

A girl can sing to dolly.

**Teaching Difficult Words.** There are certain words which are difficult for a child to remember—words such as **there, is, was, what, or when**, which do not call up any definite word picture. These words are best fixed in mind by combining them with words which do call up a definite picture. For instance, to teach **there**, use such an exercise as:

The boy is here.

The girl is there.

The dog is here.  
The pony is there.  
or,  
There is a little boy.  
He can run.

There is a little girl.  
She can play.

There is a little dog.  
He can bark.

To teach **with**, use such exercises as:

Come with me.  
Play with me.  
Run with a little girl.  
Jump with a little boy.

**Context Reading.** The habit of context reading, or of recognizing words through their meaning, is one that should be cultivated. Such exercises as the following are excellent. They may be written upon the black-board and the children encouraged to supply the missing word.

John is a little.....  
The kitten mews and the dog.....  
The.....is on its nest.  
What do you.....I saw?  
The.....says, "quack, quack."  
Our flag is red,.....and.....  
The.....gives us light.  
Ice is very.....

Sometimes the practice sentences may be in the form of a simple story, as:

Once.....was a little girl.  
Her.....was Betty.

Betty.....a little doll.  
 The doll's name.....Jane.  
 Betty.....sew.  
 .....day she made a dress.....Jane.  
 The dress.....pink.  
 When it was.....Betty said, "Now I will take.....  
 for a ride."  
 So she.....Jane for a long.....  
 Jane fell out of the.....  
 She tore her..... "Never mind,".....Betty  
 "I will.....you a new dress."

**Supplementary Reading.** From the first the black-board lessons should provide two kinds of reading material—those in which the thought unit is the sentence and those in which the thought unit is the sentence group. The unrelated sentences of the former give drill in words and phrases and cultivate a sentence sense, but when the sentence can belong to a related group they accomplish all of this and, in addition, train the child in getting the thought of the paragraph.

**Making and Using Charts.** It is difficult to compose attractive thought groups with the very limited vocabulary of the first weeks of school. At this time the teacher should make very free use of Mother Goose and other simple rhymes. Though these are partly memorized it gives the child the greatest pleasure to feel that he is reading not merely isolated words and sentences but something that is really worth while. From each rhyme he should get one or two words and phrases and get them in the most enjoyable way. These lessons may be written or printed on the board but they will have a much greater value if they are put

in some permanent form where they can be used many times. Any teacher can make a chart and it amply repays the time spent upon it. Very inexpensive and satisfactory charts may be made from ordinary manila paper. If a teacher is not good at lettering, a little practice will help. For blackboard printing slant off the crayon, with a sharp knife, giving a broad line. For printing on the chart use a rubber pen and ordinary ink, or a black wax crayon. The chart lessons may be illustrated by drawings, free hand cuttings from black paper, or pictures cut from magazines. Wall paper intended for nurseries often furnishes some very satisfactory cut-outs.

**Chart Lessons.** The first rhymes should be chosen because of their simplicity. A very good one to start with is,

Peek-a-boo,  
I see you.

This should be attractively illustrated and from it children will learn without effort the very useful expression, "I see you."

Another good rhyme is,

"Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick."

From this rhyme the children may be taught the words, **Jack** and **jump**. Blackboard sentences like the following help to fix the new words in mind:

Jump, Jack, jump.  
Run, Jack, run.

I like to run.  
I like to jump.

Before presenting a rhyme the teacher should know what word or words she wishes to teach from it. These should be pointed out while the children are reading the rhyme, then written on the board and used afterwards in follow-up sentences.

The following rhymes are suggested:

East, west,  
Home is best.

---

Boys and girls,  
Come out to play.  
The moon it shines  
As bright as day.

---

Bye Baby Bunting,  
Daddy's gone a-hunting  
To get a little rabbit skin  
To wrap his Baby Bunting in.

---

Away with Mister Crosspatch,  
Away with Mister Pout;  
There is no room for you  
When Lady Smile comes out.

---

Jack and Jill  
Went up the hill  
To fetch a pail of water.  
Jack fell down  
And broke his crown,  
And Jill came tumbling after.

Pussy-cat, Pussy-cat,  
Where have you been?  
I have been to London  
To look at the Queen.  
Pussy-cat, Pussy-cat,  
What did you there?  
I frightened a little mouse  
Under her chair.

---

Rock-a-bye Baby  
On the tree top,  
When the wind blows  
The cradle will rock.  
When the bough breaks  
The cradle will fall,  
Down comes Baby,  
Cradle and all.

---

Pat-a-cake, Pat-a-cake,  
Baker Man,  
Roll it and roll it  
As fast as you can.  
Pat it and prick it  
And mark it with B,  
Toss it in the oven  
For Baby and me.

---

Polly put the kettle on,  
Polly put the kettle on,  
Polly put the kettle on,  
We'll all have tea.  
Sukey take it off again,  
Sukey take it off again,  
Sukey take it off again,  
They've all gone away.



I have a little sister,  
They call her peep, peep.  
She wades the water,  
Deep, deep, deep.  
She climbs the mountains  
High, high, high!  
Poor little thing,  
She has but one eye!

Useful as they are in their places, supplementary lessons should not be confined to rhymes. Children will be interested in lessons about their work or play. The sentences should be short with much repetition. In these, as in the rhymes, it is possible to use some words which are unfamiliar. Sometimes the children will get them from the context. If not, they should be told.

**Expression Drills.** Good expression in reading comes largely through the emotional nature. To cultivate good expression there should be in the selection read, something which will appeal to the emotions. It should be given to the child in a way to make him forget himself and for the moment become a part of the thing that he is reading. In these little expression drills help each child to feel that he is taking the part of the child who is talking. Such drills as the following may be written on the board, or printed on heavy paper to pass for an occasional lesson. A simple outline picture or an appropriate illustration cut from a magazine adds greatly to the interest. See also the suggestions in Chapter XVII.

Go away! Bad dog!  
Go away!  
You will hurt me!

Christmas is coming!  
Christmas is coming!  
Christmas is almost here!

Dear little baby,  
I see your pretty hands.  
I see your bright eyes.  
Will you come to me?

Hark! What is that?  
Did you hear the bell?  
See the boys run!  
Mother! Mother!  
May we go to the fire?

Poor kitty!  
Did the bad boy hurt you?  
Poor little kitty!

Here comes Mother!  
Goody! goody!  
Mother is coming home!

Lessons on the seasons, weather, or holidays can then be given when the child needs them.

The following lessons are suggestive and may be used for either blackboard or chart:

FOR A RAINY DAY

Rain, rain, go away,  
Come again another day,  
Little Johnny wants to play.

“The rain is raining all around,  
It falls on field and tree,  
It rains on the umbrellas here  
And on the ships at sea.”

I like the rain.  
It gives a drink to the thirsty flowers.  
It gives a drink to the thirsty birds.  
It gives a drink to the thirsty gardens.  
It makes the flowers grow.  
It makes the gardens grow.  
The little birds are glad.  
Boys and girls are glad, too.

---

FOR A SNOWY DAY

Oh goody! Goody!  
See the snow!  
Now we can play.  
Come on, girls!  
Come on, boys!  
Let's make a snow man!

---

Ho, Ho, Ho!  
Good morning,  
Do you see me?  
I am Baby Snow Flake.  
I have come to play with you.  
See me fly, fly, fly!  
I like to fly.  
Come and play!  
Come and play!  
Fun, fun, fun,  
On a snowy day!

---

Snow white! Snow white!  
You came in the night,  
You came in the night.  
Away in the night  
You will softly go.  
We love to see you,  
Beautiful snow!

## FOR HALLOWE'EN

Oh dear!  
I'm afraid!  
I'm afraid!  
See those big eyes!  
See that big, big mouth!  
Oh dear! Oh dear!  
I'm afraid!

---

"Peter, Peter,  
Pumpkin eater,  
Had a wife  
And could not keep her.  
He put her in  
A pumpkin shell.  
There he kept her  
Very well."

---

Do you know me?  
I come in the fall.  
I am round like a ball.  
I am larger than your ball.  
Mothers like me.  
They make me good to eat.  
Boys and girls play with me.  
Then I have two eyes, a nose  
And a mouth.

Who am I?

---

## FOR CHRISTMAS

Ring, ring, happy bells!  
Happy bells!  
Bells of Christmas!  
Ring, ring, happy bells!  
Christmas time is here!

## CHRISTMAS HELPERS

Christmas is coming, said Mother,  
What can I do to help?

She made some candy,  
She made a cake,  
She put some pies  
In the oven to bake.

She made——

Oh, I must not tell **that**. It is  
a secret.

Christmas is coming, said Dan,  
What can I do to help?

He shoveled a path  
To the garden gate.  
He ran errands for mother,  
Early and late.

He made——

Oh, I must not tell **that**.  
It is a secret.

Christmas is coming, said Ruth.  
What can I do to help?

She dusted the chairs  
As a little girl should,  
And kept the baby  
Happy and good.

She made——

Oh, I must not tell **that**.  
It is a secret.

But on Christmas morning  
There was a shout,  
For at last the secrets  
Were all found out.

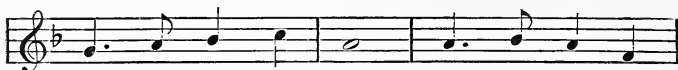
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On Christmas laugh  
And make good cheer,  
For Christmas comes  
But once a year.

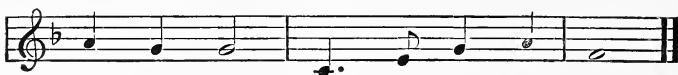
## THE GARDEN.



Spade the gar - den deep and wide,



Rake it smooth and light.



## MOTION SONG

Spade the garden deep and wide,  
Rake it smooth and light.  
Drop the little seeds inside,  
Cover them from sight.  
Gently, gently, beams the sun,  
Softly fall the showers,  
Pull the weeds out one by one,  
Gather pretty flowers.

## CHAPTER XIII

### SUPPLEMENTARY HELPS AND DEVICES

The Studies in Reading Primer uses five sets of card helps. The five sets are called: Chart strips, phrase cards, perception cards, phonic cards, seat work cards.

**The chart strips** are made from pieces of light weight manila board. The sentences are in large, clear letters, with print on one side, and with script on the other. The following sentences are used (the figures indicate the number of copies of each strip):

#### SERIES ONE

- 7 (a) Good morning, girls.
- 7 (b) Good morning, boys.
- 7 (c) I'm glad to see you.

#### SERIES TWO

- 5 (a) Good morning, little boy.
- 5 (b) Good morning, little girl.

#### SERIES THREE

- 3 (a) Go to sleep.
- 3 (b) Wake up.
- 3 (c) Go to sleep, girls.
- 3 (d) Wake up, girls.
- 3 (e) Go to sleep, boys.
- 3 (f) Wake up, boys.

#### SERIES FOUR

- 3 (a) Clap, clap, clap.
- 3 (b) Run, run, run.
- 3 (c) Read a book.
- 3 (d) Sing a song.

**SERIES FIVE**

- 3 (a) Go to Dolly.
- 3 (b) Sing to Dolly.
- 3 (c) Come to me.
- 3 (d) Run to me.
- 3 (e) Sing to me.
- 3 (f) Read to me.

**SERIES SIX**

- 2 (a) I like to read a book.
- 2 (b) I like to go to school.
- 2 (c) I like to sing a song.
- 2 (d) I like to run and clap.
- 2 (e) I like to come and go.

**SERIES SEVEN**

- 2 (a) Can you run?
- 2 (b) Yes, I can run.
- 2 (c) Can you clap?
- 2 (d) Yes, I can clap.
- 2 (e) Can you go?
- 2 (f) Yes, I can go.
- 2 (g) Can you come?
- 2 (h) Yes, I can come.
- 2 (i) Can you read?
- 2 (j) Yes, I can read.
- 2 (k) Can you sing?
- 2 (l) Yes, I can sing.

**SERIES EIGHT**

- 3 (a) Find a dolly.
- 3 (b) Find a book.
- 3 (c) Find a flower.
- 3 (d) Find a little girl.
- 3 (e) Find a little boy.
- 3 (f) Find a ball.



**Exercises with Chart Strips.** The chart strips furnish material for innumerable contests and games. The teacher may hold one at a time for the class to read, either orally or silently.

She may distribute the strips and let each child read aloud from his strip. After all have read, let each child pass his strip to the child behind him and receive a strip from the child in front of him. If a child has forgotten a sentence on a strip he should be told what it is and should be permitted to read it silently several times and then aloud.

Strips may be placed upon the chalk troughs and each child may be permitted to skip forward and select a strip that he can read.

The teacher may write upon the board several of the sentences that appear upon the strips. The strips are then distributed to the children and each child is allowed to come forward and match his strip with the corresponding sentence on the board.

The teacher may give a strip to each child in the class and call the strips in one at a time, saying, "I want the strip that says, 'I'm glad to see you'."

A child steps before the class. The teacher holds the strips so that they are visible to both the child and the class. If the child can name ten successive strips he receives a red tag which he may wear till school is dismissed. He passes to his seat and another child tries to win a tag.

For action lessons, use strips which give commands. Distribute these and allow each child in turn to perform the act which his strip calls for. Children may then

exchange strips and each in turn may act out the new command.

Distribute strips and form a circle with one child in the center. This child chooses another child to enter the circle. The first child holds his strip for the second child to read and perform. The first child steps into line and the second child chooses another. Continue the game until all the strips have been read.

In Series Seven, the questions and answers are used together. The teacher may keep the questions and give the answers to the class. She may hold a question before the class and call for the answer. The child who holds the correct answer may bring it forward. Other questions and answers may be used in the same way.

In another lesson, distribute questions and answers among the children. Allow a child with a question to skip before the class holding his strip for others to read. The child with the answer takes his place beside the other. The first child reads his question and the second child answers it.

Distribute questions and answers. Tell each child with a question to rise and find a partner who has an answer. The first pair step to the front of the class, the second pair take their places next in line. Continue till all are in line.

These are but a few of the ways in which the strips may be used. They are not intended to take the place of the blackboard work which should be continued with each lesson.

**The phrase cards** are made from manila board. They are used to train children in rapid recognition of

word groups. They should be flashed before the class for groups or for individuals to name.

**The seat work cards** are cards on which are printed the words of the fundamental vocabulary. They are used the same as the phrase cards.

**The perception cards** number 30. They contain the 26 letters of the alphabet and four phonograms, **ch**, **sh**, **th**, and **wh**, with pictures and words designed to assist in the memorizing of these elementary sounds. Definite instructions for their use are found in the daily lesson plans, Chapter III.

**The phonic cards** are in three sets to accompany the Primer, First and Second Grade Readers. They are flash cards containing the phonograms such as **ack**, **ime** and **ope**, on which most of the one syllable words are based. Instructions for their use are found in Chapter III.

## CHAPTER XIV

### BUILDING THE VOCABULARY

**Word Recognition.** Children learn to recognize and to remember new words in the same way that we recognize and remember new faces. Why is it that in meeting many persons daily we recall some faces and forget others? There are two reasons. The remembered face is either seen repeatedly, at brief intervals, or there is something unusual either in the face itself or the circumstances under which we first saw it. This is identical with the child's experience in learning a new word. Either he must meet it many times or he must meet it once with an experience sufficiently striking to fix it in memory.

It is no more necessary that a child meet in his reading only those words which he is to remember than it is for us to meet only those faces which we are to remember.

For many years people thought that in order to learn to recognize a word a child must first learn to spell it. It was difficult for those who had learned in that way to think that there was any other.

So for the teacher who has taught with painstaking care each word as it occurred in the text, it is sometimes difficult to realize that to make every word met a part of the permanent vocabulary is wasted energy. If the selection holds sufficient interest, children will return to it and, through repeated readings, will learn voluntarily

the words which would otherwise be memorized only through tiresome drill. This is the ideal way for a child to acquire a vocabulary, for it is motivated by his own desire.

The objection naturally comes to the mind of the teacher, "How can the members of such a class be uniform in the vocabulary acquired?" Some children left to themselves would learn these words. Others would not.

Very true, and that makes it necessary to have the **fundamental vocabulary** and the **incidental vocabulary**. It is essential that certain words be mastered by every child in the class. As long as he knows these words wherever he meets them it does not matter how many other words he learns by himself.

**The fundamental vocabulary** of the Primer is composed of the following words:

to	school	what
see	so	kitty
you	in	come
good	read	me
morning	our	baby
as	book	not
little	a	will
boy	sing	lost
girl	can	found
mother	something	run
dolly	do	he
play	it	was
go	find	her
sleep	dog	pony
wake	ball	him
up	did	give

this	guess	bread
is	am	but
the	two	made
we	man	time
Father	cat	were
hear	one	said
some	no	they
want	there	shall
eat	here	face
round	bird	hands
red	fly	live
catch	away	house
have	make	home
for	nest	his
yes	now	that
where	are	candy
white	when	look
brown	has	or
yellow	she	of
blue	who	flag
green	jump	had
flower	love	pretty
pig	my	took
them	your	get
I	and	ran
like	with	

These words should form the basis of a permanent vocabulary. Most children who have read the Primer will know many more than these. There will be other words, too, which children will have learned in special blackboard lessons, as well as those taught through phonics. It does not matter how many other words a class may know, but, under present school conditions where a certain degree of uniformity is required, it is

necessary that there be a definite list of words that children have mastered.

**The Special Word List** from the Primer is for the use of the teacher in preparing her reading lesson. Fundamental words are marked with an asterisk (\*). Words for which children have had phonic preparation before they are found in the text are marked with a dagger (†).

Words in italics have appeared in earlier lessons but as some time has passed since they were used they should be given special attention. The number beside the word tells the page on which it first occurred.

With these points to guide her the teacher should know at a glance what she is to do with the new words of each lesson. For instance on page 36 there are four new words. **Round** will be learned very readily by comparing it with **found** on page 29. **Says** is an incidental word, this being the only place it appears in the book. It should be told children when they meet it in this place, so, for the present, it requires no special attention. **Guess** and **what** have not been used since pages 19 and 22, hence they may have been forgotten. A glance at those pages will refresh the children's minds and prepare the way for the reading lesson. **Catch** may be taught by using it in sentences with other action words as, **get a book, Clap your hands, Catch the ball.** **Red** may be taught by association with the appropriate color. Here is the Special Word List:

4	*to	*morning
	*see	*little
I'm	*you	*boy
glad	*good	*girl

5	16	24	
*mother	*can	*kitty	
*dolly		*come	
8	17	*me	
	*something	mew	
*playing	*do		
*go	*it	27	
*sleep		Jane	
*wake	18	*baby	
*up	*find	*not	
11	*dog		
*this	*ball	29	
*is	*did	Mark	
*the		*will	
way	19	*lost	
*we	*guess	*found	
*school		*run	
*I	20		
*like	*Dan	30	
*so	*am	*he	
early		once	
*in	21	*was	
13	Ruth	*her	
*read	*my	we	11
*our	*your	our	11
*books			
*a	22	31	
15	*and	*pony	
	*with	*him	
*sing	*what	oats	
songs	play 8	hay	
		water	



32	40	*no	
Jim	color	*there	
*give	*white	*here	
*Father	*brown		
33	*yellow	47	
hungry	*blue	mouth	
*hear		piggy	
*some	41	want	33
*want	*green		
too	*flower	49	
35	43	*bird	
be		*fly	
bark	†*pig	*away	
*cat	†wee	†*make	
see	four	*nest	
this	feet		
36	*them	51	
	walk	three	
*round		Bright Eyes	
*red	44	peep	
*catch	*two	Red Wing	
says	eyes	so	
guess	†*man	Fuzzy	
what	†*cat	cry	
37		*now	
*have	45	*are	
*for	ears		
xan		53	
apple	46	*when	
*yes		let	
38	*one	†*has	
*where	nose	*gone	
oh	smell	*she	
	dinner	catch	36
		way	11

55		60	these
†in		gave	†bees
†tree		food	
nuts		then	69
who		ate	honey
*jump		himself	rich
56		61	sweet
*love		sang	by
*bread		cheer	golden
for	37	†chee	
57		*shall	72
tail		birdies	Kate
*but		crack	Frank
*made		went	box
58		62	*candy
upon		must	†*look
*time		work	kitten
*were		happy	thank
*said		64	73
was	30	*hands	buy
too	44	*face	or
there	46	tell	save
59		talk	would
on		66	glad
*they		*live	76
†sat		*house	Fluff
eggs		squirrel	dear
soon		*home	mittens
some	33	*his	Muff
keep		68	mine
warm		*that	Buff
kept		built	naughty
			pie

77	84	90
pr-r	name	Winifred
	selfish	†stick
78	†*took	half
†Day	biggest	down
her 30	85	91
79	†at	tiny
more	light	bite
were 58	86	again
80	know	93
think-ing	sometimes	came
*of	cold	†milk
waves	rough	out
breeze	bring	nose 46
†*flag	rain	94
	woo-o	blind
81	low	met
flies	88	lame
puts	wind	town
own	sun	could
†bed	strongest	feet 43
very	†thing	walk 43
	world	95
82	†if	†back
†*had	off	
*pretty	coat	96
†take	89	eyes 44
83	how	97
myself	†try	well
	smile	

---

98	106	113
teacher	†bye	†mill
please		
99	107	114
ready	saw	flour
us	109	
100	told	116
†may	story	
	gingerbread	†chicks
102		
store	110	117
Mr.	hen	
Mrs.	wheat	old
	†plant	woman
103	†rat	†all
*get	turkey	alone
five		
pennies	111	119
doll	†began	
	grow	†as
105	ripe	fast
†*ran	cut	
†grandmother		
from	112	122
long	thresh	fox

## CHAPTER XV

### PHONICS

**The pronunciation of an unknown word** is at first determined through the use of phonics. Pronunciation is not an end in itself, but is helpful to the reading lesson only when it aids in determining the words' meaning. With the experienced reader the use of phonics is almost entirely a subconscious process. He reads page after page without thinking of the letters which form the words. This habit is formed because conscious attention to the form of the word interrupts the line of thought which the reader is pursuing. It is not impossible for a beginner to be so occupied with his effort in sounding a word that he loses sight of its meaning. From this it will be seen that the object of phonics is two-fold, to give facility in pronunciation and to give it in such a way that thought of the form of the word is always subordinate to thought of the meaning of the word. This should be true not only when the child is skilled in the use of sounds but from the very beginning of that work. If from the start he realizes that the form of the word is of less importance than the thought, he will have little to unlearn. It is therefore wise that the habit of word recognition be thoroughly established before attempting word analysis. The preliminary phonic lessons should be taught through games, motivated by the play instinct. Through them a child will learn to recognize letter

sounds in spoken words and to find words that rhyme with a given word. He should also memorize the letter sounds and be able to name them at sight of the letter form.

**The true motive of phonics** is the desire to pronounce the word in order to know its meaning. If, when the child is shown that sounding is the key which will unlock new words for him, he already knows most of the letter sounds, he will be encouraged to attempt the work in a way that would be impossible if he still had those sounds to learn. This is the reason for teaching the letter sounds preliminary to word analysis.

The aim of the work in phonics, as outlined in this manual, is to help the child every step of the way in enunciation, pronunciation, and word mastery, and to leave him in the upper grades a master of the art of syllabication. This is accomplished through the following:

#### GENERAL PLAN OF PHONICS

##### **Preliminary Phonics**

Studies and games in ear training.

Exercises with spoken words.

Memorizing letter sounds.

##### **Applied Phonics or Phonetics**

Word analysis.

Finding sounds in written words.

Finding similar endings in written words.

#### MEMORIZING PHONOGRAMS

##### **Word Synthesis**

Adding a letter to the phonogram to build the new word.

Building phonograms from letters. Applying a knowledge of phonics to the new words in reading lessons.

In the practical application of this general plan it will be seen that a child is not expected to complete and drop one part before taking up the next. On the contrary, each topic carries over to the next, lessons on word analysis and word synthesis being carried through the entire work.

#### STUDIES AND GAMES IN EAR TRAINING

In the years before entering school the child has been living in the world of the senses. He is keenly alive to those sounds which have been intimately associated with his experiences. A country child may know the sounds in nature, the bird's note, the hum of the bee, the call of the various animals. The city child will know the sounds of the city, the clang of the engine bell, the news-boy's call, or the whirr of factory machinery.

Before entering school the child's only need of words will have been as an aid to conversation. His attention should now be directed toward the sound in the spoken word in order that it may later assist him in determining the pronunciation of the written word.

**Game No. 1.** 'The teacher may say, "Shall we play a little guessing game? I will play that I am Miss Careful and I will say my words very carefully and very slowly so that you can hear every sound. Then we shall see how many of you can tell what I said."

The teacher should then pronounce familiar words such as **boy, girl, doll, desk, mother, pencil, cat, or dog**, separating each into its phonic elements, as, **b-oy, g-ir-l.**

**Game No. 2.** Let the teacher pronounce the names of children very slowly. As a child recognizes his name he may stand.

**Game No. 3.** Let the teacher tell the children that they may do what she says. She should then pronounce very slowly such words as the following: **stand, clap, jump, wave, smile, bend, sit, step.**

**Game No. 4.** Let the teacher give such directions as the following, while the children listen and perform:

M-ary m-ay cl-ap.

H-elen m-ay sk-ip.

St-and, J-ohn.

C-ome t-o m-e, Fr-ank.

Gr-ace m-ay g-et a b-ook.

R-un t-o the d-oor, B-en.

Sh-ut y-our ey-es, R-obert.

**Game No. 5.** Let the teacher name objects in the room, sounding first the initial phonogram, then the rest of the word. Let the children point to the object as it is named. In this work the teacher should take pains that her enunciation is correct, being careful not to make such mistakes as bu-oy for b-oy or ful-ower for fl-ower.

**Game No. 6.** Let each child in turn touch an object in the room. For instance, the child touches the desk. The teacher sounds **d** or the child touches a chair and the teacher sounds **ch**. In another lesson the child may call upon another child to give the initial sound in name of object touched.

**Game No. 7.** Let the teacher touch objects and call



for volunteers to name initial sounds of objects touched.

**Game No. 8.** Let each child in turn point to an object in the room and name its initial sound.

**Game No. 9.** The teacher may give a sound and each child may rise as he thinks of a word beginning with that sound.

**Game No. 10.** Teacher: I am thinking of something in this room. Its initial sound is **p**.

Harry: Is it paper?

Teacher: No, it is not paper.

Grace: Is it pencil?

Teacher: Yes, it is pencil. Grace has guessed it, so she may give a sound.

Grace: My sound is **b**.

George: Is it boy?

Grace: No, it is not boy.

Harry: Is it bell?

Grace: No, it is not bell.

Helen: Is it book?

Grace: Yes, it is book.

Helen then stands and gives the sound for the others to guess.

**Enunciation Drills.** The teacher may find some children who still retain their baby habits of faulty pronunciation. Such mistakes as **dood** for **good**, **ittle** for **little**, or **wun** for **run**, are not uncommon. There are also the mispronunciations common among children of foreign parentage. Imitation is the largest factor in correcting those faults. Correct habits come through constant association with those who do not make errors.

However, a little conscious direction in this matter helps to hasten the desired results. It is well for the teacher to make a note of the mistakes. Say nothing at the time and avoid directing the attention of the class to the child who makes them. It is humiliating and embarrassing to be singled out for faulty pronunciation, and it often makes the child who most needs exercises in talking shy and backward about expressing himself.

Suppose, for instance, that the mispronounced word is **little** and the difficult sound **l**. Write the word upon the board and pronounce it very slowly and distinctly. Make the sound of **l** alone and call attention to the position of the tongue in making it. Pronounce other words containing **l**, as **like, love, lily, bell, will**. Have individual children come forward and pronounce these words. Have the words repeated very distinctly. Do not at first call upon the child who has difficulty with the words, but be sure that he is watching, and interested in these exercises in pronunciation. He will try to do what he hears others doing, and the desired result will be accomplished much more quickly than if he were hampered by nervous fear of criticism.

Phonic lessons should be frequent, brief, and spirited, but should never be prolonged to the point of drudgery. Ten minutes twice each day will accomplish more than a single daily period of twenty minutes. There is a certain charm in mechanical repetition to which children readily respond, especially when it is combined with the play spirit. Such exercises provide a species of mental gymnastics and when judiciously used are a rest and change from the other work of the school room.

## TEACHING THE LETTER SOUNDS

The written or printed letter is a pure symbol and as such holds no natural interest for a child. In order that it may be fixed in mind it should be associated with something which is both interesting and familiar. This is done through the use of some word in which the sound occurs, preferably as the initial sound, as **boy** for **b**, **top** for **t**, **sun** for **s**.

The printed word symbol suggests to the child the spoken word which gives the key to the letter sound. When the key word is a noun it is possible to use a picture to suggest it to the child, the picture being a form of symbol which at this stage of his development he will grasp with less effort than the printed word form. The perception cards which accompany the Primer use both the pictures and the printed forms to suggest the key word to the child. The following words are used:

a-apple	k-kitty	u-umbrella
b-boy	l-lily	v-vase
c-cap	m-mother	w-wagon
d-dog	n-nest	x-box
e-egg	o-orange	y-yarn
f-fan	p-pig	z-zebra
g-girl	q-queen	ch-chair
h-hat	r-rose	sh-shoe
i-ink	s-sun	wh-wheel
j-jug	t-top	th-thimble

The second sounds of **c**, **g**, **s**, **ch**, and **th**, are to be taught later as they are met in the reading.

**A Type Lesson.** To teach the sound of **m** the teacher may, by suitable questions, lead up to the subject of the

mother at home. She may have several children pronounce the word **mother** and give its initial sound. She may then say, "Each one of these sounds which you have been learning to make, has a letter which stands for it. This card shows the letter which stands for the **m** sound. What is the word in which we found the sound?" (Mother.)

"What is the sound for which the letter stands?" (m.)

"Yes, here it is at the beginning of the word **mother**. Say **mother** again." (Mother.)

"Now say the sound alone." (m.)

"On the other side of the card we have the letter all alone where there is no picture to remind you what it says. (Shows reverse side of card.) Who can tell what it says here? (m.) Why, you know it without even looking at the picture, just like grown-up people."

"I will write the letter here on the board. What does it say? (m.)

"Yes, it always says **m** wherever you see it. I will write some words that have the **m** sound and we shall see that they all begin with the **m** letter. Here is a word that you know, **morning**, Does **morning** have the **m** sound? Say it softly and see. Yes, it says **m** and here is the **m** letter when I write it. Here is another word, **man**. That has the **m** sound too, and we write it with the **m** letter. I am thinking of another **m** word. It is something that we like to spend. That is right, **money**. All say **money** and hear the **m** sound. Now you may think of some **m** words and I will write them for you to see the **m** letter."

A letter should be presented the first time with interest

and enthusiasm. After the recitation place the perception card in plain sight with the picture side showing. Later turn it, showing the letter side. Refer to it several times later in the day. Make a game of it and play that children who fail to remember the sound are caught. Each day review the sounds previously taught. At first it is helpful to have the picture or printed word to suggest the sound, but the children should soon drop these aids. Encourage them to name the sounds from the letter side of the card, showing the picture side only when the sound has been forgotten.

Other letters may be taught in the same way. Sometimes it is a good plan to have the perception card with the sound to be taught in sight when the children enter the schoolroom. From the picture and the word the children will get the sound for themselves and be proud to learn it without aid.

If from the beginning the children are taught to give each letter its proper sound, much trouble will be saved. There is a tendency to give **b**, **d**, and **g** a voice sound which they should not have, sounding them as if they were combined with short **u**, **bu**, **du**, **gu**. These sounds have none of the explosive quality and should be held back in the throat and allowed to come out as little as possible. Play that these letters are little runaways and must have come out without watching. **F**, **h**, **p**, **t**, **c**, **k**, and **g** are pure aspirates and should not be vocalized at all.

**Rhyming Games.** When about half of the letter sounds have been learned, the children may be prepared for word analysis work. The first step is the finding of

the familiar letter sounds in the words of the reading lesson. Have the children sound the initial letters of lists of words.

Encourage them to look through the Primer and find the letters in familiar words. The first step in grouping words according to their endings is the recognition of words that rhyme. (Rhyming Game No. 1.) The teacher may name a word and have the children give the word that rhymes with it. (Rhyming Game No. 2.) When they have caught the idea one child may name a word and touch a child who must name a rhyming word. The second child then names a word and touches a third child. Thus the game may continue indefinitely.

The teacher may name a word (Rhyming Game No. 3) and each child may stand as he thinks of a rhyming word. Each child then names his word in turn and is seated.

**Developing a Phonic Word Group.** For written work in rhyming the teacher may choose a familiar word from the reading lesson, write it upon the board, and call for a word which rhymes with it. The second word should be written below the first. This is the time to show that rhyming words usually contain the same written letters. Suppose, for instance, that the first rhyming word is **sing**. The teacher writes it upon the board and is given the word **ring**. By covering the initial consonant the teacher can emphasize the fact that the endings are identical. The following words are suggested for a first lesson: **sing, can, boy, find, did, Mark, hop, wake, found.**

To develop a word group the teacher may choose some

well-known word from the reading lesson. **Dan** is a very good word for the first lesson, and will develop a fair number of words with the same ending. Write **Dan** upon the board and as children name rhyming words write them in a column beneath as:

Dan  
tan  
fan  
ran  
man  
Nan  
pan

Have the children see that the phonogram **an** always has the same sound. Cover the initial consonant and have children name **an** each time that it occurs. Cover the phonogram **an**, and let them name the initial consonant. Write **an** above the group.

**Phonic Words in Sentences.** After several drills the words of the **an** group should be added to the list for word drills and practice sentences. These sentences should be very simple and each should be read silently before it is expressed, such as:

I see a man.  
Find a fan.  
Nan is a good girl.  
The dog ran away.  
I can read.

After the children have discovered a phonogram in a word, as, **ay** in **play**, or **ill** in **will**, they should recognize it at once wherever they see it. The phonogram and the word from which it is taken should be written on the board and left for a few days for reference and drill.

**Reviews.** One of the most important features of the early work in phonics is constant reviews. Do not give children an opportunity to forget the things which they have learned. There are often odd moments through the day while waiting for another group to finish its work or for a gong to sound, when a snappy review of sounds and families learned will be most helpful.

After the **an** group has been learned the **ill** group may be given in exactly the same way. This should be taken from the sight word, **will**:

will  
mill  
fill  
hill  
pill

Since children have not had all of the letter sounds the work of memorizing them should be continued. Lessons on memorizing words should be alternated with lessons on word groups.

**Applying Phonics to Reading.** Up to the time of starting the work in word analysis, the phonic work should be kept entirely apart from the reading lesson. By this time the habit of seeking the thought first should be so well established that some attention to the form of the word will do no harm. The phonic lessons should still have their separate period but the child may now begin to use the facts learned in those lessons to help him in sounding many of the new words of the reading lessons.

It is well to recognize that there are two distinct ways



by which a child may recognize an unknown word. The first and most important way is **through the context**, or the word's relation to other words in the sentence. A child who is in the habit of reading for the thought will get many new words in this way. Some teachers discourage this and call it guessing. It is guessing and of the sort that any alert, interested reader continues to do throughout his reading experience. A word learned through the context is a distinct gain as it does not interrupt the line of thought as stopping to sound a word must necessarily do.

The second method of determining a new word is **through its phonic elements** and while this is a slower process it is more accurate.

Both methods are excellent and both should be encouraged. Often, the sound of the initial letter will be sufficient to suggest the unknown word to a child and enable him to go on with his reading. Some children are quick to apply their knowledge of phonics; others require much help and encouragement. At first it is a good plan for the teacher to look ahead and select from the reading lessons words which belong to such groups as the children have learned to sound. These may be given in phonic drills before they are met in the reading lesson. The word list beginning on page 225 will help.

#### WORD BUILDING

Word building is quite as helpful a method of adding new words to the vocabulary as word analysis. Children may blend the sound of **short a** with the sound of **t** to

make the word **at**, and by giving the rhyming words build the **at** group.

The following short groups may be built in the same way:

at	an	ag	am	ap	ad	ab
cat	man	bag	jam	cap	bad	cab
fat	fan	rag	ham	nap	had	tab
hat	can	wag	Sam	tap	mad	
mat	pan			map	sad	
sat	ran			lap	lad	
rat					pad	
pat						

When the children can name the words in these groups quite readily they should be given such exercises as:

at	cat
an	man
ag	bag
am	ham
ap	cap
ad	bad

These words should be used in practice sentences. Whenever a new word belonging to one of these families appears in the reading lesson, the children should be given the opportunity to sound it.

The practice of separating the initial consonant from the rest of the word as **f-at**, **f-an**, gives a tendency to a break in a word when the opposite result is the one to be desired. It is better that children should always see the word as it is to appear in the reading lesson, a compact whole. If the teacher wishes the child to recognize a certain phonogram, she can accomplish this by covering part of the word.

In all of the previous exercises the prefixed blend has been used, grouping the vowel with the final consonants. In many instances this is the easier and more natural classification. However, there are words, especially words of more than one syllable, when the suffixed blend, which attaches the vowel to the initial consonant will prove more helpful. To be prepared for facility in syllabication, the children should be trained in the use of both blends.

**The Suffixed Blend.** The children may now be given exercises in such blends as:

pa	ta	ma	ra	na
ca	sa	la	ja	ba

Words which they have already had in previous lessons may be grouped in the following manner:

pat	bat	fan	hat
pan	bag	fat	had
pad	bad	fad	
sat	ran	mat	lap
sad	rat	man	lag
sag	rag	mad	lad
	rap		

By covering the final consonant the teacher can help to bring the blend after the vowel.

**Blending.** The one real difficulty in phonic work lies in blending, and the difficult blend is in such words as **glad**, **Frank**, **black**, and **plan**, which have two consonants before the vowel. The consonant blends alone are not difficult but in combining them with the group ending, there is the tendency to insert a vowel between the consonants, making a word of two syllables. Thus **glad** becomes

**gul-ad** and **black** becomes **bul-ack**. This fault is eliminated by using the suffixed blend with words beginning with two consonants. Children may be taught to make the following blends:

bl	br	cl	cr	dr	fl
bla	bra	cla	cra	dra	fla
fr	pl	pr	gl	tr	st
fra	pla	pra	gla	tra	sta
sp	sc	sm	sn	sl	scr
spa	sca	sma	sna	sla	scra
spl	spr	str			
spla	spra	stra			

These may then be used in lists of words like the following:

brag	flap	stag
brad	flag	snap
clap	glad	slam
clan	trap	slap
clad	drab	slat
cram	scrap	strap

By covering the final consonant, emphasize the suffixed blend. Do not expect a class to master completely any particular phase of this work in phonics the first time it is presented. For instance, after children have had some drill on the **short a** group, leave that for a time and give them reviews or some phonograms to memorize. Each time that they return to a group they will do better with it.

Following the work with the **short a** group other short vowel groups should be given in the same way. Before taking up the long vowels, the children should be taught

that **a, e, i, o** and **u** are vowels, or voice letters, and that each has more than one sound.

The teacher should be continually on the alert to **make the phonic lessons helpful** to the reading lessons. Some words must be told, but a child should seldom be told a word when he has the power to sound it out for himself. Children enjoy lists of words to work out for themselves. These lists should contain familiar sight words, words which have been met in phonic drill and some new words. Recognizing the familiar and easy words encourages a child to attempt those more difficult. Children may find these lists on the board when they come to school and will work them out in their leisure moments.

### Related Word Lists

#### Things to Do

run  
jump  
hop  
skip  
clap  
walk  
talk  
stand  
sit  
sleep  
sing

#### Colors

red  
green  
yellow  
black  
white  
pink  
brown  
gray  
blue

#### Things to Eat

bread  
milk  
candy  
meat  
cake

crackers  
fish  
potatoes  
ice cream

**Things to Wear**

cap	stockings
hat	mittens
dress	coat
shoes	waist

**Things that Grow**

tree  
flower  
leaf  
beans  
peas  
radish

**Pets**

dog  
cat  
pony  
bird  
hen  
rabbit  
squirrel

In these related lists children get the long words almost as quickly as they get the short ones, and their pride in doing so stimulates them to further effort in applying their knowledge of phonics. This also helps them in working out a new word, half through its form, half through its meaning, which is better than either way alone.

**Teaching the Letter Names.** The children may now learn the names of the letters. This may be done quite incidentally. The teacher may begin to speak of letters by their names instead of by their sounds. She may occasionally spell words aloud as she writes them on the board. Then after a few days she may ask, "Who knows the name of l? of r? of s?" She may express surprise and pleasure that children should know the letter names. She may write the alphabet on the board and see if there is any child in the class who can name it through. Leave it without comment for two or three days. Occasionally let children volunteer to spell for

the class words that are written on the board, pointing to the letters as they spell.

**Teaching the Alphabet.** Let the class spell words in concert. In this way the letter names, most of which are quite similar to the sounds, may be taught in a very short time. This is a very good time to teach the letters in order, which may be done by reading them from the board and by singing the alphabet song in the back of the Primer.

With such comparisons as

mat	Sam	mad	cap
mate	same	made	cape

show that an e added usually makes a letter tell its name.

In the same way teach the words of **long o**, **long i**, and **long u**.

Before teaching **long e** children should be taught that "two ee's together say e's name."

Each set of equivalents should be fairly well mastered before a new one is taken up. The equivalent vowel sounds should be placed on the board for frequent reference.

In the following outline the word lists are not exhaustive but they contain types of most words which will be met in both the regular and supplementary reading lessons. While the order of presentation is not arbitrary it is better for the teacher to follow the outline except where a change in order will benefit certain reading lessons. The outline contains all phonic work suggested previously and that which is to follow.

## PHONIC OUTLINE FOR PRIMER WORK

m, t, f, p, s, b, a, h, r, d, c, g, l, w, n

Dan	pan
fan	tan
man	ran
can	Nan

will		found		hay
mill	j	round	y	gay
fill		bound		may
hill		sound		say
pill		mound		day
		pound		way
				lay
				pay

	ark	ook	all	me
wake	bark	book	ball	be
take	Mark	look	call	he
rake	hark	took	hall	we
bake	lark	hook	fall	
make	dark	nook	tall	

see	ing
wee	sing
bee	wing
Lee	ring

at	an	ag	am	ap	ad	ab
cat	man	bag	jam	cap	bad	cab
fat	fan	rag	ham	nap	had	tab
hat	can	wag	Sam	tap	mad	
mat	pan			map	sad	
sat	ran			lap	lad	
rat					pad	
pat						



**Suffixed Blends**

pa	fa	ta	ma	ra	na
ca	da	sa	la	ja	ba

**Initial Blends**

fr	pl	pr	gl	tr	st
sp	sc	sm	sn	sl	
spl	spr	sta	scr		

Double initial consonants in word groups already given:

brad	flap	stag
clap	flag	snap
clan	glad	slam
clad	trap	slap
cram	drab	slat
crag	scrap	
	strap	
still	ground	stake
spill	gray	shake
chill	play	snake
skill	stay	
she	shook	bring
tree	brook	thing
free	crook	swing
three		spring
		sting

i (short) sh-v-ch

**Short I Blends**

it	ip	ig	id	in	ib
bit	lip	big	bid	tin	fib
hit	sip	dig	kid	pin	rib
fit	dip				

wit	tip	wig	hid	bin	im	ix
sit	nip	fig	did	sin	him	six
lit	whip	jig	skid	thin	rim	fix
pit	skip	rig	slid	spin	Jim	mix
	slip			skin	skim	
	trip				slim	
	ship				trim	

x e (short)

Teach suffixed blend of I words as:

pit	slip	chin
pin	slid	chip
pig	slim	chill

### Double Consonant Blends at End of Word

amp	and	ilt	ash
lamp	hand	wilt	mash
camp	sand	spilt	hash
tramp	band	stilt	cash
stamp	stand		rash
	grand		flash
			trash
			splash
ist	iff	ift	int
mist	stiff	lift	mint
fist	sniff	sift	lint
list	whiff	drift	tint
twist		gift	hint
grist		shift	flint
			print
ilk	ish	itch	
milk	fish	witch	
silk	dish	ditch	
	wish	pitch	
		switch	

**Find NG Sound in ING**

ang	atch	ack	ick	ank	ink
sang	catch	back	pick	tank	sink
hang	match	sack	tick	bank	wink
rang	latch	Jack	wick	sank	drink
	scratch	tack	stick	blank	blink
		black	brick	Frank	

qu-z-o (short)

**Use Suffixed Blend of I Words**

pit	slip	chin
pin	slid	chip
pig	slim	chick

**PHONICS FOR USE WITH FIRST GRADE READER**

**Short E Blends**

et	en	eg	ed	eb	ex
bet	men	beg	bed	web	vex
wet	pen	leg	fed		
get	ten	peg	red		
set	Ben	keg	wed		
pet	hen		shed		
met	den				
fret	then				
let	when				

ell	end	ent	elt	est
tell	send	went	melt	nest
well	bend	sent	felt	best
spell	mend	rent	belt	west
smell	spend	spent		test
shell				

edge	eck	ess	elf	left	bench
ledge	neck	Bess	self	held	fresh
wedge	peck	less	shelf	web	fetch
hedge	beck	mess		egg	
		dress		hemp	ence
					fence

Teach suffixed blend of **short e** words.

## Short O Blends

ot	od	ob	og	op	ong
hot	nod	cob	dog	top	song
not	pod	Bob	log	mop	long
got	sod	Rob	hog	pop	strong
dot	cod	job	cog	shop	oll
lot	shod	mob	bog	drop	doll
shot				stop	poll
spot					
blot					
ock		ond		oss	ost
lock		pond		moss	lost
rock		fond		boss	cost
flock		bond		toss	frost
block				cross	
crock				loss	
clock					

Teach suffixed blend of **short o** words.

u- (short) wh

## Short U Blends

ut	up	un	ug	ung	unt
cut	cup	run	bug	sung	hunt
nut	pup	fun	rug	rung	grunt
but	sup	sun	hug		
hut		pun	mug		
rut	um	gun	plug		
shut	gum	spun	drug		
	sum				
	drum				
ub		ud		unk	ush
tub		bud		trunk	hush
rub		cud		sunk	rush
stub		stud		ull	mush
snub				dull	crush

utch	uss	ump	uch	uck
Dutch	muss	bump	such	duck
crutch	fuss	jump	much	luck
				truck
				struck
	uff		ust	
	muff		must	
	cuff		dust	
	stuff		rust	
	gruff		crust	
	buff		thrust	

Teach suffixed blend of **short u** words.

## REVIEW

at	et	it	ot	ut
an	en	in	on	un
ap	ep	ip	op	up
ag	eg	ig	og	ug
ad	ed	id	od	ud
pa	pe	pi	po	pu
ma	me	mi	mo	mu
sa	se	si	so	su
fla	fle	fli	flo	flu
bla	ble	bli	blo	blu
gra	gre	gri	gro	gru
hat	set	sit	net	nut
pan	ten	tin	on	bud
cap	step	ship	hop	run
rag	beg	big	dog	up
had	stem	chin	nod	bug
thank	spend	think	long	trunk
catch	belt	brick	fond	pump

## Find Z Sounds of S in ES and HAS

More word building from key words:

hear	light	rain	house
ear	night	pain	mouse
near	fight	brain	blouse
dear	right		
fear	sight		
	bright		

Compare **th** in **thin** and **th** in **this**

## Long Vowels

ane	ate	ame	ake	ace	ade
cane	mate	game	rake	lace	made
pane	Kate	same	take	race	wade
mane	gate	lame	lake	face	fade
crane	hate	came	wake	place	spade
	fate	name	bake	grace	
ale	skate	tame	stake	space	
pale	slate	blame	snake	trace	
stale		shame	shake		
sale					

ape	ave	age
cape	cave	cage
tape	wave	page
grape	grave	rage
shape	slave	

(Teach new sound of c with c group above.)

ide	ife	ine	ime	ire
ride	life	fine	time	fire
hide	wife	wine	lime	wire
wide	fife	line	dime	spire
tide	knife	twine	crime	mire
glide	strife	shine		tire
slide		brine		
bride				

ile	ite	ive	ike	ipe	ice
mile	bite	live	like	ripe	rice
pile	kite	five	pike	wipe	mice
file	mite	strive	strike	stripe	nice
while	white			snipe	
smile	spite				

ole	ope	one	oke	old	note
hole	hope	cone	joke	gold	home
pole	rope	bone	broke	hold	rode
sole	slope	lone	poke	sold	stove
mole	grope	stone	woke	told	nose
stole			spoke	fold	
				mold	
				bold	

e	ee	eed	een
be	tree	seed	seen
he	three	need	green
me	see	speed	screen
we	free	bleed	
she	wee	weed	
	bee	feed	

eep	eet	here
deep	meet	week
weep	feet	meet
keep	beet	sneeze
sheep	street	deer
creep	sweet	feel
sweep	fleet	wheel
sleep	sheet	
steep		

use	ute	ube	ure
fuse	cute	cube	pure
muse	mute	tube	sure

tune  
Duke  
fume

As the work in phonetics progresses it should be kept closely associated with reading.

By the latter part of the first year one phonic drill period may be devoted to drill on words for the reading lesson. By the end of the second year practically all of the work in phonics should be an effort to meet the immediate demands of the reading.

The word study lists which begin with the First Grade Reader and continue throughout the series are addressed to the pupil but may prove a guide to the teacher as well. The word list in the back of the book will also help.

#### PHONICS TO ACCOMPANY THE SECOND GRADE READER

Beginning at the first of the phonetic outline carefully review each step.

##### a as in ask

ant	aff	ask	asp
slant	staff	mask	gasp
grant	chaff	cask	rasp
chant		task	hasp
		bask	clasp
		flask	grasp

ast	aft
fast	raft
last	craft
mast	draft
past	shaft
cast	
vast	
blast	



## -ar-

ar  
bar  
far  
car  
tar  
mar  
star  
spar

art  
part  
cart  
start  
smart

ard  
hard  
card  
bard  
lard  
chard

## o as in or

or  
for  
form  
storm  
born  
corn  
horn  
morn  
thorn

sort  
short  
scorch

## o as in ore

ore  
bore  
core  
more  
sore  
store  
shore  
wore  
pore

## oo—long

food  
brood  
cool  
pool  
room  
broom

moon  
coon  
stoop  
tooth  
roof  
loose

## oo—short

book  
took  
shook  
wool

good  
hood  
stood  
foot

er-ir-ur		
her	sir	fur
herd	fir	cur
fern	stir	curl
verse	girl	burn
jerk	firm	curve
Bert	first	purse
		hurt

aw = au = ou			
paw	awn	awl	aught
caw	lawn	bawl	caught
shaw	salt	shawl	taught
haw	yawn	sprawl	
saw	pawn		ought
slaw			fought
craw			

Any attempt to classify and to teach phonetically every word in the reading lesson is misdirected energy. Such words as **says, said, does, been, were,** and many others are better taught as sight words without reference to their phonic elements. The same is true of such words as **come, shall, this, one,** and others which have the same form as certain familiar group endings, but a different sound.

#### Equivalents

ow = ou		
now	out	y = i (long)
cow	shout	
bow	loud	my
owl	proud	try
howl	round	fly
brown	found	buy
town	ground	guy

oy = oi

boy  
joy  
toy  
Roy

boil  
soil  
join  
point  
voice  
noise

y = i (short)

lady  
baby  
pony

ea = e (short)

head  
bread  
lead

meant  
breath  
deaf

ea = ie = ee = e (long)

sea  
bean  
head  
team  
weak  
each  
peach  
reach

eat  
meat  
feat  
heat  
beat

field  
chief  
pier  
niece  
priest

week  
feel  
green  
speed

ay = ai = a (long)

may  
play  
hay  
spray  
stay  
ray

nail  
jail  
rain  
pain  
wait  
paint

gate  
hate  
name  
face  
wade  
state

ey = ei = a (long)

they  
grey  
late

skein  
vein  
weigh

ew = u (long)

few	use
new	pure
mew	cube
flew	cute

oa = oe = ou = ow = o (long)

road	oat	four	low	hoe
roar	goat	pour	snow	toe
	coat	soul	grow	foe
	boat			Joe

**For Drill on Special Combinations**

know	wrap	gnaw
knit	wring	gnat
knead	write	gnash
knot	wrist	sign
knob	wren	
kneel	wrong	

**Y Endings**

pony	happy	funny
baby	dolly	candy
lady	sleepy	tiny

**Adding ing**

going	living
reading	giving
doing	loving
loving	making
playing	taking
singing	naming

**Adding ed**

hunted	jumped
pointed	looked
shouted	clapped
tasted	stopped
crowded	guessed

**Adding est**

dearest	hottest
longest	coldest
strongest	shortest
tallest	richest
smallest	fattest

cough	rough	phlox
tough	enough	Phil

**Related Word Lists for Drills****Summer Words**

hot  
sunshine  
flowers  
roses  
picnic  
fishing  
birds  
trees  
cool  
water

**Spring Words**

seeds  
gardens  
spade  
rake  
hoe  
plant  
violets  
robin  
nest

**Names of Flowers**

rose  
violet

**Winter Words**

snow  
cold  
ice  
fire  
sled  
skate  
snowball  
snow man  
Jack Frost  
blizzard

**Fall Words**

nuts  
apples  
leaves  
maple  
pumpkin  
jack-o'-lantern  
frosty

**Names of Trees**

maple  
oak

daisy  
nasturtium  
geranium  
poppy  
hollyhock  
goldenrod  
aster  
pansy  
lily  
tulip  
phlox  
sweet pea  
bluebell  
four-o'clock  
pink

ash  
box elder  
birch  
elm  
pine  
fir  
poplar  
evergreen  
cedar  
plum  
cherry  
apple  
peach  
pear

**School Words**

book  
teacher  
pupil  
paper  
pencil  
desk  
study  
learn  
lesson  
reading  
writing  
spelling  
story  
games  
marbles  
tardy

**Home Words**

mother  
father  
brother  
sister  
baby  
house  
stove  
cook  
table  
chair  
bed  
rug  
grandmother  
grandfather  
sing  
piano

These lists are merely suggestive. The teacher should make others of the same kind.

## ADVANCED PHONICS

The work of the first year was largely memorizing certain sounds and sound combinations. The work of the second year is acquiring facility in the use of that knowledge.

Here and there will be met a few uncommon combinations, such as **ph** or **ge**, which were not taught the first year. These should be taken up when they are met, or in preparation for that lesson. From now on children will meet a greater number of polysyllabic words, but for children who have been thorough in the phonic work outlined here, these will have no terrors.

The following word lists give some new syllables and further drill on combinations already given. They are not to be presented in the order given but are for reference and drill in connection with the word study of the reading lessons.

## Words Beginning with Y

you	year	yell
your	yarn	yawn
yes	yam	
yet	yard	
young	yoke	
yellow	yeast	

## V Words

very	love
van	give
vote	have
veil	oven
vine	over
vain	even

**Qu Words**

quick  
quack  
quite  
queen

squaw  
squash  
squeal  
squint

**X Words**

ox  
box  
fox

fix  
mix  
wax

oxen  
excuse  
exclude

**Z Words**

zebra  
zero  
zip

zig-zag  
buzz  
lazy

freeze  
froze  
breeze

**Nk Words**

sank  
spank  
pink  
shrink

banker  
blanket  
thankful  
sprinkle

**Ge Words**

age  
cage  
wages  
plunge

sponge  
stage  
charge  
fringe

orange  
strange  
judge  
gentle

**Ce Words**

ice  
nice  
lace  
face  
price

voice  
choice  
bounce  
spruce  
sauce

saucer  
peace  
fence

**Adding tion**

motion  
nation  
action  
information  
combination

**Adding ness**

harness  
goodness  
darkness  
coolness  
sickness



addition  
subtraction

**Adding le**

apple  
people  
bottle  
cattle  
gentle  
riddle  
thimble  
twinkle  
cackle  
ruffle  
circle  
buckle

**Com, con, ap**

command  
complete  
compel  
conceal  
confine  
content  
appear  
appeal  
appoint

**Adding ly**

badly  
sadly  
happily  
gently  
tenderly  
curly  
bravely  
nearly  
faintly

stillness  
weakness  
ugliness

**Adding less**

restless  
fearless  
noiseless  
painless  
careless  
penniless  
lifeless  
powerless  
spotless

**At and pre**

attack  
attend  
attempt  
prepare  
prevent  
pretend  
preserve

**Adding ful**

cupful  
playful  
cheerful  
awful  
painful  
beautiful  
delightful  
thankful  
graceful

partly  
nicely  
lightly  
ugly  
sickly  
family

**Ing words**

telling  
running  
parting  
seeing  
finding  
forgetting  
delaying  
fishing  
cooking  
spending  
pretending  
dressing  
undressing  
paying  
bending  
roasting  
knitting  
sewing

**Er words**

mother  
father  
warmer  
tender  
younger  
silver  
blotter  
sharper  
teacher  
blacker

helpful  
joyful  
mouthful  
spoonful  
fearful  
pailful

**Ed words**

dusted  
unloaded  
parted  
pretended  
untwisted  
acted  
pointed  
lifted  
painted  
counted  
rapped  
fanned  
tacked  
slipped  
pumped  
damped  
spelled

**Est words**

quickest  
softest  
deepest  
prettiest  
youngest  
nearest  
farthest  
weakest  
oldest  
finest

---

reader	greenest
sooner	poorest
matter	cleanest
butter	cheapest
shorter	richest
ladder	hardest
farmer	

**Words in Which ti or ci = sh**

gracious	social
cautious	commercial
ambitious	magician
facetious	physician
facial	partial
racial	martial
official	initial

The teacher should make repeated use of the material of this chapter as she attempts to follow the definite outline given under "Teaching Beginners to Read." The work given in that chapter indicates clearly how the teacher may make use of phonic material until the pupil finally learns how to use the dictionary.

## CHAPTER XVI

### SEAT WORK

**General Suggestions.** One of the most important features of school work is the seat work. This may consist of some occupation which will keep children happily employed and leave the teacher free to hear other recitations, but it should be very much more than that. It should be so planned as to train in the co-ordination of hand and eye, in neatness, and in manual skill. It should give the child his first lessons in the joy of industry and the satisfaction found in the thing which he has created. At every stage, it should contribute towards his own independent discovery and appreciation of the truth in his regular lesson tasks.

The keynote of all successful manual work is an appeal to the interest, for without interest the material is wasted and destroyed and children form careless habits. Materials for work and a place to keep them are as essential to the first grades as to the kindergarten. These should be provided, but if not there is much that the resourceful teacher can devise.

**Seat work which trains in skill** and at the same time gives a finished product is more desirable than that which does not. However, as much of the constructive work calls for more supervision than is possible for the teacher of thirty or forty children to give under ordinary school

conditions, it is scarcely possible to have all occupation work, or seat work, of this character.

**The best seat work is that which grows out of school-room interests.** A thing that is created to fill an immediate need is properly motivated. An enterprise which will require several days or even weeks for its completion is better than one which can be completed in a single lesson. Any piece of work which offers opportunity for self-expression is more valuable than that which is done after a set pattern.

In many instances the seat work may be the direct outgrowth of the reading lesson. In others it may come through the seasonal or holiday interests.

**Booklets** are always attractive and may be of various sizes and on various subjects. It is better to make the first one of only five or six pages. After children have the idea, later books may be much more extensive. The books should be made from sheets of paper at least six by nine inches, folded through the middle and sewed with yarn. Jingles or sentences for illustration may be hectographed on the sheets before they are bound.

A Mother Goose book may contain one or several rhymes to be illustrated by drawings or free-hand cuttings. One book may contain autumn leaves pressed and mounted. Another may contain free-hand cuttings of fruits or vegetables. Christmas, Thanksgiving, and other holidays furnish excellent subjects for booklets. Each child should have a large envelope in which to keep the materials for the booklet on which he is working.

Children will learn to illustrate a story with skeleton figures long before they are able to make a satisfactory

drawing of people. Following are some poses which may be suggestive:



The following seat work, based upon exercises with seat work cards, is designed to strengthen the child in the mechanics of reading:

1. Give out two copies each of ten different cards for the children to arrange in pairs.

2. Gradually increase the number of cards to twenty.
3. Rule large cards, about 8 x 10 inches, into spaces the size of word cards. In every alternate space write words. Let children fill in the blank spaces with words that match. These cards are well worth the trouble of making as they can be used many times.
4. Hectograph, or cut from magazines, small pictures to match noun word cards. Let children place the proper word below each picture.
5. Let the children sort their word cards placing each kind in a column of its own.
6. Give each child a chart strip. Have him build the same sentence with his word cards.
7. Place a chart strip, print side up, on the chalk trough, and have the children build the same sentence on their desks. Later this exercise may be increased to two, three, or four sentences.
8. After the children have learned some letter sounds they may match words having the same initial letter.
9. Place a sentence, script side out, on the chalk trough and have the children build the same sentence on their desks. Later increase this exercise to several sentences.
10. Give out strips each containing a sentence for the children to build upon their desks.
11. Write a sentence from the Primer upon the board for children to build upon their desks. Later increase this exercise to several sentences.
12. Let the children build original sentences after they have been given definite directions.
13. The teacher may write upon the board such

questions as "What can you do?" or "What do you like?" and the children may build answers on their desks, as:

I can run.  
I can go to sleep.  
I can read a book.

or,

I like boys.  
I like girls.  
I like Dolly.

13. Hectograph copies of rhymes. Cut them into strips, each strip containing one line. Let the children rebuild the rhyme.

14. Rule large sheets of paper into three-inch squares. Put the name of a color in each square. Let the children sort their colored pegs according to the indicated color and place them in the proper squares.

15. Let the pupils make drawings with colored crayons to represent sentences or phrases selected from the reading lesson; as, "This is a pear," "A green leaf," "A red apple."

16. Cut paragraphs or pages from old magazines. Let the children draw lines under all words that they recognize.

17. Hectograph copies of numerals to ten and corresponding names; as 1, one; 2, two. Cut them apart and let the children lay them by pairs in order.

18. Hectograph copies of names of the days of the week or names of the months. Cut them apart and let the children lay them in order.

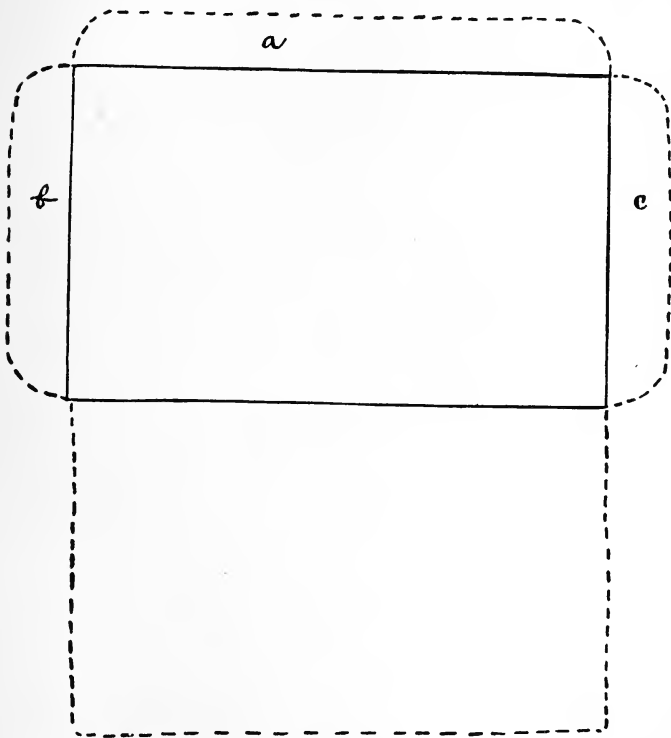
19. Give the children duplicate sets of words, one in script and one in print. Let them match these.



## SEAT WORK IN SEASON

**Autumn.** Cut and mount pears, apples, grapes, plums. Cut and mount carrot, turnip, squash, pumpkin. Press and mount autumn leaves. Make free-hand cuttings of autumn leaves. Color and mount them.

Collect seeds. Make envelopes for seeds as follows:



Collect and string rose hips. Make cuttings and drawings of the migration of birds, as suggested by this design:



Make paper chains with autumn colors, red, yellow, green, and brown.

Make chains by stringing red and white corn, alternating the colors.

Cut or draw and color a jack-o'-lantern.

Give the children paper patterns of apples, pumpkins, or other objects to draw around and color appropriately.

Make autumn booklets. Give each child a pattern of an autumn leaf about one and one half inches in diameter, to draw around. By repeating the design and changing its position attractive designs for book covers, book marks, and post cards, may be made. After the outline is drawn let the children fill in the leaf veins and color the drawing.

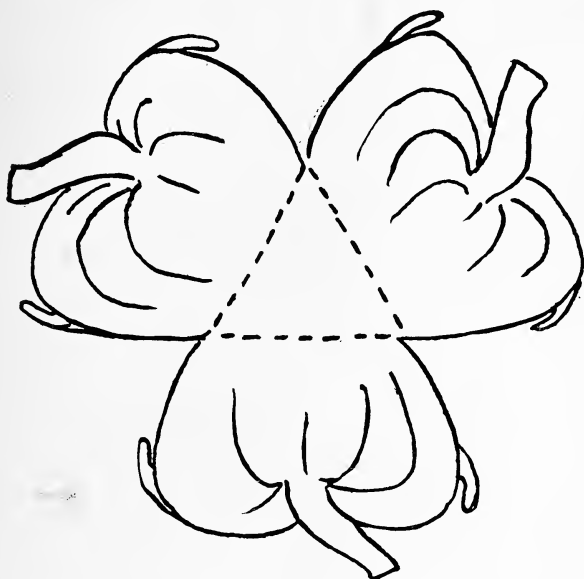
Make a Thanksgiving booklet. Make free-hand cuttings of Puritans, Indians, wigwam, log cabin; of turkey and other things from the Thanksgiving table.

**Winter.** Make Christmas tree trimmings. String pop corn.

Make cotton into small balls, sprinkle them with sparkle powder and hang them from the Christmas tree.

Save the tinfoil wrappings from candy, to be cut into shreds and scattered over the tree or rolled into balls and suspended.

The following design shows how to make a pumpkin nut basket:



Cut the design from yellow cardboard, fold on dotted lines, and interlock the side extensions.

Collect pine cones and gild them or dip them in red paint.

From pretty colored wall paper make lanterns and cornucopias varying in size and shape.

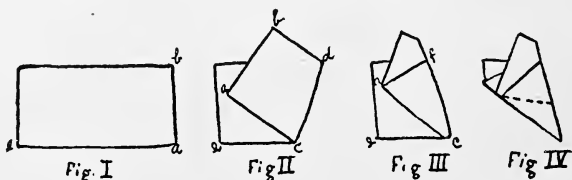
Make nut baskets. Give each child a square of white paper,  $4\frac{1}{2} \times 4\frac{1}{2}$  inches in size. Measure along each side  $1\frac{1}{4}$  inches from the corners, and make dots. Using these dots as guides, fold the square of paper into nine squares. Cut out part of each corner square leaving a

small piece on one side as a paste flap. Find the center of the outer edge of each of the four outside squares and place a dot at each point. One-half inch down from each outside corner make a dot. Draw lines to the dots in the outer edges and cut along the lines drawn, making the sides pointed. Cut from scraps of red and green paper, holly or some other appropriate motif, and paste one upon each side. Paste the basket into shape.

Cut or draw stockings and fireplaces. The following design is suggestive:

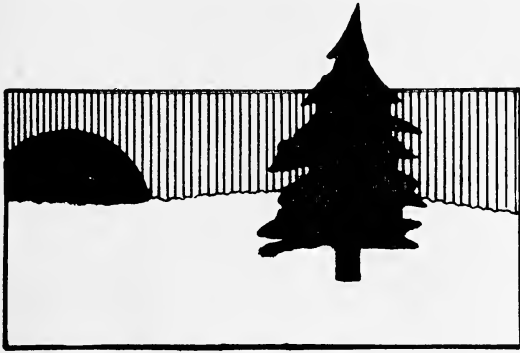


Teach the children to fold and cut a five-pointed star.



To cut the Christmas star fold through the middle a square of paper to look like Figure I. Using the middle of the line *ae* for the point *c* fold Figure II. Bring the edge *cd* over to the edge *ca* and crease on the line *cf* for Figure III. Fold the edge *ce* back to the edge *cf* and crease on the line *ca*. Cut on the dotted line in Figure IV.

Make Christmas cards. Many designs similar to this may be obtained from teachers' magazines.



Make small tree cuttings for Christmas tree borders.



Make free-hand cuttings of Christmas toys.





Use bell designs for sewing cards. Make bell patterns for the children to draw around.



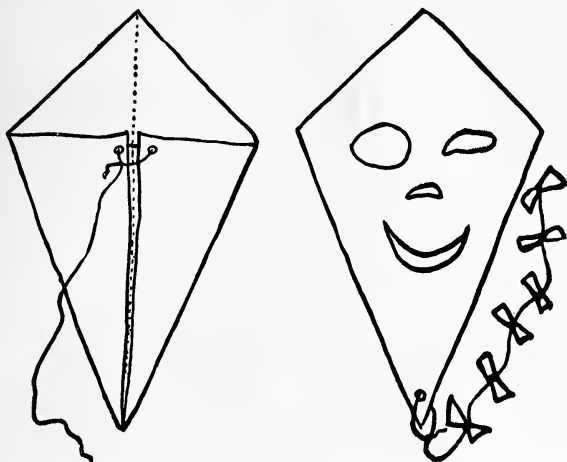
Cut Christmas pictures from old catalogs and magazines.

Make paper sleds by cutting the designs flat and folding down the runners. Use yarn for rope.

Draw and color the flag. Make a Lincoln booklet. Purchase tiny pictures of Lincoln for covers. Cut or draw a log cabin. Make cuttings of soldiers. Make valentines.

**Spring.** Roll marbles from clay and dry them. When they are hard, paint them with water colors and with shellac. The shellac will bring out the color, making the marbles shiny, and will also form a hard coat which helps to prevent their breaking.

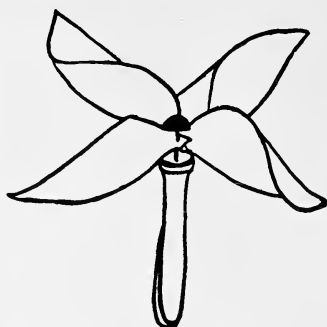
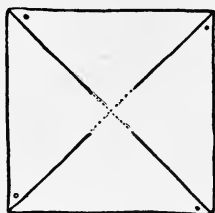
Now the children will need bags to hold the marbles. Cut from cotton cloth a piece about six inches by nine inches. Fold over and sew up the sides. Hem the top with a wide hem and run a draw-string through.



To make kites, use construction paper about eight inches square, preferably light weight manila. First fold the paper on one diagonal line, then lay the opposite corners on the diagonal line above the center so that the edges will lie on the diagonal fold. Cut eyes, nose, and mouth from black or colored cutting paper and paste them on the front. Here is a legitimate use of the grotesque, and the children will delight in making "funny faces."

Next fasten on the tail—a string about twelve inches long. Tear strips of colored paper and tie them on the tail. With small children the easiest way is to tie a loop in the string, slip in a scrap of paper and tighten the loop.

Last of all, fasten the string to the back, tying the two loose corners together. Have the older boys show the younger children other ways to make kites.



**Pin Wheels.** Use construction paper about eight inches square, the same as for kites. To locate the center of the paper, crease it on both diagonals. Cut on the diagonal folds from the corners nearly to the center, or within about one inch. With the point of the scissors, perforate every alternate corner. Stick a brass tack through the perforations, gathering the corners together, then through the center of the paper. Drive the tack into the head of a clothes pin for a convenient handle.

Cut and draw designs of trees bending in wind.

Cut Easter figures.



Make an Easter lily bookmark. Cut a tulip design for a blackboard border. Stencil a rabbit sewing design. Draw and color a basket of Easter eggs. Make rainy day cuttings.





Make garden booklets.



Stencil sewing card design of little chicks. Cut and color butterflies.

Make a May basket of triangular design, with three butterflies, the tips of the wings touching.

In each case, be certain that the work done by the pupils helps them get a clearer grasp of what they are reading, or gives them a deeper appreciation of the life relationships of what they are studying. In no case should the pupils be merely kept busy. There are enough essential activities directly relating their studies to life if the teacher will but use tact, insight, and reasonable skill in shaping her program of seat work.

## CHAPTER XVII

### SECURING GOOD EXPRESSION

**Imitation.** The child at first learns language through imitation. He hears others speak or read and he imitates them. The teacher should speak distinctly, pronounce words correctly, use good expression, and be a good conversationalist and a good oral reader. The manner in which she gives directions, tells a lively story, or reads an interesting selection, has much to do in forming the child's speech habits. Almost all of her teaching at first is by example. The child who gets clear auditory images, who habitually hears words clearly and correctly spoken, tends to speak more distinctly and accurately. The teacher should therefore take advantage of the tendency to imitate, and (1) speak clearly, correctly, and with natural expression; (2) read well orally; and (3) listen well to the conversation and oral reading of pupils. Nothing inspires good expression in beginners more than a good example and a good listener.

**Expression Drills.** The earliest expression drills are found in songs, rhymes and jingles, and in action exercises. The music and rhythm of the primary songs and jingles tend to give clearness and naturalness to the child's expression. Conversation exercises conducted naturally under the spell of consuming interest are of invaluable help. Simple **doing** or **action** exercises are doubly helpful at first. The child listens closely to, or

reads accurately, such directions as: "Read a book," "Sing a song," "Sing to dolly," "Find a ball," "Eat a nut," "Blow the horn," "Buy some candy," and acts out each direction as his expression of the thought. Here right action is good expression.

He listens closely to, or reads accurately, a riddle or "Something to Guess," and his spoken answer is his expression. The right answer rightly given is good expression. Later he may read to reproduce, to inform others, or to use the facts learned. Picturing, modeling, action, speech, and use or application are forms of expression requiring the most systematic training from the simplest action and speech to the most complex silent reading and how-to-study drills.

**Securing Natural Expression.** Pronouncing words is not reading. The child should read as naturally as he speaks. Illustrated expression drills, taken from the natural exclamations of children, are of far greater value than tricky tongue twisters. Such a collection of natural drills is illustrated in the First Grade Reader, pp. 28, 29, 87; in the Second Grade Reader, pp. 42, 43, 69; in the Third Grade Reader, pp. 64, 65; and throughout the Fourth Grade Reader, as articulation and expression drills. In the early grades, many other child expressions should be collected and used. (See Chapter VI on "Third Grade Reading.") These expressions may be printed on large squares of cardboard. Clever illustrations may be found on the covers of magazines or in other illustrated periodicals, or they may be drawn by upper grade children. Wherever possible, the drawing skill should be used to illustrate reading and other work.

The illustrations should be mounted or drawn on cards with the corresponding child expressions, thus.



Mamma! Mamma!  
I want my mamma!

Oh! Oh! Oh!  
Doggie, don't bite me!  
I wouldn't hurt you!  
I wish you would go  
away!  
Oh! What shall I do?



In preparing a number of these drill cards, the teacher should first select children's expressions which naturally help the beginners over the difficult places in the first lessons. Later, short, lively action poems or stories may be used. These cards should be displayed conveniently, one at a time, before the class. Each pupil in turn may be

permitted to read the selection to show just what he thinks it means or just how he thinks it should be interpreted. For example, a teacher placed before a primer class an illustrated card with the expression: "Peek-a-boo! I see you!" She nodded at Freddy, who leaped from his seat, placed both hands on the corner of the teacher's desk, and peeking slyly up at the teacher, exclaimed faultlessly. "Peek-a-boo! I see you!" Other exercises followed rapidly with similar freedom and naturalness after which the reading lesson was read with spontaneous ease and delight.

More difficult expressions may be mounted and left on the chalk trough in intervals between recitations. A large, varied collection of carefully prepared expression drill cards will, if properly used, result in good expression and will lead the pupils naturally into action and dramatization.

See the natural expression work outlined in Chapter VI, "Third Grade Reading," as a suggestion for fascinating, natural expression drills in any of the lower grades.

**Sentence Review Drills in Expression.** In one or two minutes at the close of the oral reading, many teachers conduct rapid sentence drills. Each pupil in turn looks at a sentence, rises, and without looking at the book, reads his sentence clearly and naturally. The sentences of the lesson are thus rapidly reviewed, each child having to get quickly, hold, and express the thought of his sentence. The exercise may be varied by having the children in turn whisper the sentences to their companions, who rise and read them with good oral expression. These drills cultivate a fine sentence expres-

sion sense, but should not be permitted to become lifeless and mechanical.

**Pronunciation and Articulation Drills.** These drills should be based on words and expressions the child needs in his conversation, recitation, and reading. Specific exercises in ear-training and in correcting faulty pronunciation are given under "Phonics," Chapter XV. In the early grades, these drills may be given naturally through plays and games, and in special exercises as outlined. Word lists in connection with the selections, supplemented by lists the teacher finds most useful, afford additional drill. Lists of words often mispronounced should be placed on the board or on a chart so that pupils may give themselves frequent drills. Here is a list of commonly mispronounced or poorly articulated words made up of those which occur in at least sixty of the lists prepared by 100 successful teachers in grades three to five:

#### WORDS COMMONLY MISPRONOUNCED

America	evening	new
animal	fairy	often
ask	family	on
biggest	food	pretty
catch	geography	roof
chimney	get	running
clothes	goodness	sentence
cow	government	separate
creek	granary	sudden
cunning	history	surprise
definite	height	usual
direct	hundred	window
dog	justice	with

In the Fourth Grade Reader, definite articulation drills are provided as a part of each study. These drills, taken from the text, give a natural basis for applying all previous work in pronunciation and expression, and for developing an accurate grasp of forms with thorough mastery of thought. A few minutes of careful drill on these exercises will challenge the pupils to read the entire selection accurately and with better expression. Moreover, these natural articulation drills, with continued word study, tend to bridge the usual gap between clear thought-getting and right thought-using.

**Action and Dramatization.** Early action drills have been treated in Chapters III, XII, XIII, and XV. Action is the primary form of all expression. Children are primarily interested in action and speech. In the early Primer and First Reader lessons, the children may well act the stories as a setting for spirited, appreciative oral reading. In the upper grades, the pupils will enjoy putting stories in dramatic form and acting them as a means of reinforcing the oral reading exercises.

The studies already presented in dramatic form may be acted easily after arranging the clever details of the settings and assigning the parts. The children are especially fond of re-arranging many of the stories in form for acting. They should be encouraged to do so. Under "Action and Expression" many helpful hints are given in the First, Second, and Third Grade Readers.

**Suggestions for Dramatic Work.** For example, under "The Straw Ox," Second Grade Reader, p. 54, this hint is given: "With children taking the animal parts, act the story. What can be used as a straw ox?" The

teacher may lead the pupils to suggest what parts of the story can be interpreted in action and costume, and what parts in speech. What may be used for the field? What for the home? What for a spinning-wheel? How can a boy best take the part of the old man? How can a girl best represent an old woman? What may be used as the straw ox? Shall it be made as a part of the play or arranged beforehand? What clever contrivances may be easily devised? Who will act as the bear? How shall he play he is "stuck fast"? How can this straw ox move? What may be devised for a cellar? Have the children study carefully to see what other things they need to carry out in the play. Ordinarily, the costuming should be simple and easily provided from what is at hand. All other "properties" should be such as pupils can contrive quickly. All sorts of "play" things will be suggested and the best should be used. The play should be a group product. All should have some part in arranging it, and as many as possible in acting it. The teacher should guide, but should not arbitrarily dominate. Let the children have the full measure of joy which comes from independent action. "Dust Under the Rug," Third Grade Reader, p. 219, is another of the many selections which offer charming opportunities for group interpretation through clever acting.

**Dramatization as a Means of Correlation.** In the intermediate and upper grades, dramatization may be correlated profitably with language work, music, drawing, history, geography, sewing, and cooking. Take for example, "The Trial by Combat," Seventh Grade Reader, pp. 257-274 (see Chapter XI). As a language



exercise, the pupils might well recast this story in dramatic form. What scenes should they have? What characters are introduced? What condensed explanations of settings, entrances, exits, or asides, should be made? What, if any, music should be introduced to heighten the effect? As drawing work, simple background scenery and simple costumes may be designed, after a study of the history and geography of the scene reveals what is needed. As sewing work, the simple costumes may be made, and as an added touch, a feast for the conquering hero might be planned, at least in tableau. Similarly, "Professor Frog's Lecture," "The Mystery of Life," "The Barmecide Feast," "An Old-Fashioned School," "The Legend of St. Christopher" and other Sixth Grade Reader studies may be dramatized with great delight and profit.

In fact, there is no limit to the kinds of skill and qualities of resourcefulness that can be utilized in the field of dramatic reading. All the advantages attaching to eye, ear, speech, and action appeals, center in this work. The teacher here has a superb opportunity to use the skill acquired in all subjects and to make vital and lasting connections between school and life activities.

## CHAPTER XVIII

### READING SKILL USED IN OTHER SUBJECTS

**Silent Reading.** The reading skill most used is that developed in silent reading. On the average, persons in all activities of life read silently many hundred times as much as they read aloud. Silent reading is *use* reading. Before entering school the child has definitely associated the "heard" word with thought. The teacher's first big task is to induce him to make definite associations between the "seen" words and the thoughts they express. Silent reading is basic in this process. As soon as the child learns the first written or printed forms, silent reading drills begin.

1. **Silent Reading and Doing.** The teacher may place on the board simple sentences and have the children in turn follow the directions, as: "Catch the ball," "Find a doll," "Run to the door," "Come to me," "Open the door," "Sing a song," "Knock at the door," "Roll the ball to John." The class may be called and dismissed by written directions. Games may be played in class according to blackboard directions. Lively new outdoor games may be learned from simple written directions. Written slips each containing "Something to Guess" may be passed, read silently, and guessed aloud, as:

I am little.

I am red.

I am round like a ball.

I am good to eat.

What am I?

As soon as one guesses correctly, he may be given another slip. The teacher may have older children prepare these slips as a part of their language and penmanship exercises. Use only well-written slips. Similarly, the older pupils, under careful directions, will enjoy preparing original "mystery" exercises, or other written-direction slips, or simple-game slips for the use of the younger children.

## 2. Silent Reading with Oral Answers to Questions.

The teacher may write simple questions on the blackboard or on slips of paper for the children to read silently and answer orally, such as: "How old are you?" "What is your name?" "Where do you live?" "What can a cat do?" "What can a dog do?" This exercise may be increased gradually to meet the needs of the pupils. Again a lively short paragraph may be placed on the board or passed to the pupils on slips of paper. Allow time for careful silent reading. Erase the paragraph or have the slips returned, then ask one or two pointed questions requiring the pupil's clear grasp of the thought. Repeat the exercises until the pupils can readily meet the test.

Have the children read silently the first stanza of the poem or the first few lines of a story. Ask questions testing their grasp of the thought. Continue this in systematically planned study-recitations. Follow this exercise with simple written questions on interesting, short stories in the reader, which are to be answered orally after careful silent reading and study.

Let the pupil give oral explanations to written directions or requests, as: "Tell how to play hide-and-go-seek," "Tell how to make a kite," "How can rabbits be caught?" "Where does bread come from?"

Write directions for reading to be followed orally, as: "Read what the little old man said," "Read what the little old woman said," "Read what the Gingerbread Boy said."

**3. Statements to Be Made True, Then Read Orally.** The teacher writes on the board or passes out on slips such statements as:

The red ball is on the chair.  
The tiny doll is in the cradle.  
The big book is on the desk.  
The cap is lying on the seat.  
The bat is standing in the corner.  
The little toy dog stands on John's desk.

As soon as the pupil reads and understands the statement, he is to make it true, placing the red ball on the chair, for example, then read the sentence clearly to prove his work.

**4. Silent Reading and Oral Reproduction.** The pupil may read an interesting story, then reproduce it for the class. Simple exercises at first, well directed, may soon be followed by more difficult and more interesting ones.

**5. Silent Reading and Sentence Completion.** Write on the board or on slips of paper sentences with portions omitted, leaving blanks to show the location and number of missing words. Then have the pupils read and study each sentence silently, after which they may in turn read

orally the completed sentence. Here are sentences to be completed:

Good morning, dear....., I'm glad to .....you.

Ruth's.....says "Mew! Mew!"

Pony Jim likes.....and.....

The clock points to the.....with its little brown.....

Kate is so.....! She took the biggest.....and I wanted it myself.

The little red hen said, "Who.....? "

".....!" said West Wind, as it shook the ..... from the tree.

**6. Silent Reading and Abstracting.** Assign for silent reading and study first short paragraphs, then longer ones, then whole stories. After the pupil has studied the paragraph, have him reproduce the point, or central truth, in a single clear-cut sentence. Have him similarly reproduce the exact substance of stories in several sentences forming a paragraph. He may first reproduce the points orally, then in writing. It is worth while to help the pupil definitely until he can readily perform this work independently.

**How to Study.** Good silent reading implies right methods of study, which in turn make for independent growth. **Studies in Reading** are planned throughout to develop good silent as well as good oral reading. The whole study plan (see Chapter II) encourages right study habits. The first thing in encouraging a pupil to study well is to awaken in him a burning desire to master a selection or to investigate a series of facts. Second, he must be given the opportunity to attempt mastery when the "spell for mastery" is upon him. Third, he must be helped, while he feels the need of help, to work

straight toward the truth. Fourth, he must be given the opportunity to broaden and deepen his appreciation by discovering just how the new found truth fits into the whole. This is the universal method of learning in any subject. Consequently, when the pupil has developed the right habit of study in reading, he may easily turn this skill to advantage in the mastery of other subjects.

From a study of the reading field (Chapter I) it was seen that by far the largest share of a pupil's reading activity lies in the field of "reading to learn," or more particularly in the field of the mastery of other subjects through the application of reading skill. It is all the more important, therefore, that the reading work be done definitely, systematically, and on a sound basis. Reading implies work as definite and as difficult as that in arithmetic. In every other subject, as in reading, the mind of the learner should be open, ready, expectant, out-reaching, before the real work is attacked. Every assignment should be so clear and definite as to make the child know exactly what he is to do, and so interesting and fascinating as to make him anxious to do it. After that, work and proper guidance will accomplish wonders.

**The reading lessons have been definitely outlined on a work-program basis in order to lay the foundation for right habits of study and appreciation. Every exercise suggested in silent reading may be adapted profitably in study-recitations in other subjects. For example, what is the point to the arithmetic problem? What is given and what is required? Once the point is clear, the child**

has little more to do than to apply his skill in combining numbers.

In history, what can be done naturally to awaken the child's keen desire to master it? What will best whet his appetite for the mastery of a particular lesson? What definite things should he know or do? Civics, geography, language, hygiene, music, drawing, sewing, cooking—all require awakened interest, definite assignments, the definite requirements of the assignment, and the discovery of the right relations of the work to the child's life.

Have the children's interests keenly awakened. Give the pupils definite programs of work. Let them discover the life-meanings to them of the work done. Then keep them at it until they have definitely mastered the essential facts and have acquired the most useful skill in each branch of work and study.

These subjects must not be kept in water-tight compartments. They all center in life, the child's life. They are one in final purpose and appeal. **On the life-side reading is inseparably blended with every other subject in the curriculum.** The essential thing is to have the young discoverer "follow the gleam" until he is consciously master of the best things in reading, in history, in arithmetic, in geography, in music, in manual arts, and is "hungry" to pursue these best things until he finds them of pleasurable use in his life of service among his kind.

## CHAPTER XIX

### THE USE OF THE DICTIONARY AND OTHER REFERENCE BOOKS

The early drills in phonics and phonetics are of little consequence unless they lead finally to independent word mastery. The intermediate grades should take complete advantage of the skill developed in the primary grades. Diacritical markings and the use of the dictionary follow the phonic drills, and are customarily introduced in the fourth grade. Where they are not introduced until the fifth grade, the same general procedure should be followed.

When pupils are ready to begin using the dictionary, each pupil should, if possible, have a copy at hand. Fourth grade pupils should have primary dictionaries; those of the fifth and sixth grades, common school dictionaries; those of the seventh and eighth, high school dictionaries. While real skill can be developed only in actually using the dictionary in connection with work to be done, yet a few definite preliminary drills save great loss of time and energy. Here are some suggestive drills. They may be supplemented and extended at the will of the teacher, but they should always be continued definitely into actual use in reading and in other subjects.

1. **Learning the Alphabetic Order and Arrangement.** The children should first know the letters of the alphabet in order, forward and backward. From the first they



should cultivate skill in "reading up" as well as in "reading down." Drill the children rapidly on such exercises as: "Is the letter **I** name before or after the letter **m**? Say 'Before' or 'After' as I name the letter: **x, e, h, q, o, j, d, l, w, g, q.**" Use some other letter instead of **m** and repeat the exercise until the children have a definite letter-order idea of the alphabet. Next have them find rapidly in their dictionaries the **a** group, the **b** group, the **m** group, and so on. Have a lively contest by having the children find the letters **r, d, k, c, m, s, w, n, j, t** by turning the fewest possible leaves.

Next explain what is meant by the alphabetic order of words. This implies more than arranging the first letters of the words in order. They must be arranged in the order of the sequence of each letter in each word. For instance, **cow, come, candid, coming, coin, care, Carl**, when alphabetically arranged, are placed thus:

candid  
Carl  
coin  
come  
coming  
cow

First, give simple exercises in arranging the following or similar words in alphabetic order: **rat, hat, cat, sat, mat, fat, at, pat, bat.** Then give more complex lists, such as: **pony, race, many, mercy, buzzer, every, even, zebra, zero, larger, money, breakfast, book, evening, language, morning, binding.** Next give definite drills in alphabetizing words beginning with the same letter, as: **lying, lazy, lesson, lurking, looking, listless, latter, lessen,**

leopard, lawyer, lengthen, losing, living, loading, lining, liberty, lathe, lifting. The words may first be written on separate slips of paper, then moved into proper position. Again, by close inspection, the child may number the words in consecutive alphabetic order, then copy the list alphabetically to prove his work.

2. **Accurate Drills on Letter Sounds.** The early ear-training drills should have trained the child in ready, accurate recognition of letter sounds. The diacritical markings should now be definitely fixed in mind. The marks most commonly needed should be taught first, as those indicating long and short vowel sounds. Other markings should be taught **in use**. A careful review of all common markings and of all the letter sounds should prepare the child to get accurate pronunciations from the dictionary. See that the child gives particular attention to sounds that give much trouble; as the vowel sounds in **staff, pass, ask, orange, dog, off, song, blue, pure**, or the diphthong sounds in **mouse, house, south, mouth**. A chart of commonly used vowel and consonant sounds should be prepared from that given in the best unabridged dictionaries, and should be kept posted in plain sight so that every child can refer to it at need. Call the attention to similar helps given in the front of the dictionary or at the bottom of each page.

3. **Dividing the Word into Syllables.** For convenience in dividing words at the end of a line, it is frequently necessary to know the broad rules of syllabication. The general rules may be learned from the first part of the dictionary. For ordinary use, simple rules

used in any good printing shop will answer. In any case, the dictionary always gives exact information concerning any troublesome word, as each word is there separated into its syllables. An excellent exercise is to pronounce the longer words slowly and have the children separate them into syllables as they listen accurately.

4. **Placing the Accent.** Accent is stress given to one syllable over others in the same word. Primary accent is placed on the syllable to be given the greatest prominence. The secondary accent is placed on the syllable given the next greatest stress. In the word **un'der-take'**, the primary accent falls on the last syllable and is indicated by the heavier mark ('). The secondary accent falls on the first syllable and is indicated by the lighter mark ('). When the secondary accent falls on the last syllable, it is not marked. Give the pupils drills in pronouncing simple words from markings. Have them mark the syllables, the accents, and the vowel sounds in words slowly pronounced to them. These drills should be made merely preliminary to the more useful dictionary drills to follow.

5. **The Process of Looking Up a Word in the Dictionary.** Show the children the simplest process. Take, for example, the word **candy**. Open the book at the letter **c** as near **can** as possible. Glance at the guide words at the top of the pages. The first is taken from the top of the left-hand page, the last from the bottom of the right-hand page. Pass rapidly **camp**, **canard**, **candl**, then run down the column **candl**, **cando**, and then you have **candy** (kăn'dī). The pronunciation is now clear. What is the meaning? From the differ-

ent meanings given to any word, pupils must be helped to select the one which fits into the sentence where the word is used. Meanwhile the pupils must also be helped to understand the abbreviations used as fast as they need to know them. If a pupil looks up the word **lay**, he will meet such abbreviations as **pret.**, **n.**, **a.**, **v. t.**, **v. i.** He should be shown how to find the meaning of these as given in the front part of the dictionary.

Lively contests in finding words in the dictionary should follow. Have the pupils drill on monosyllabic words at first, then on longer words. The first words should be easy, familiar ones. Soon the pupil will want to try his newly acquired skill in looking up all strange words. Select lists of new or troublesome words from the reading lesson. Have lively drill contests in finding their correct pronunciations and meanings. When different meanings are given, drill in selecting the right one should be carried on until the children understand the process. For example, what is the meaning of **lay** in each of the following sentences?

He **lay** there unharmed.

He was a **lay** reader in the church.

The **lay** of the songster was sweet.

Drill in finding the particular meaning which best fits into the word's place in the sentence, brings good results. Children soon get the knack, and practice giving results satisfactory to the learner brings real proficiency and skill. These drills should be extended to include troublesome words in all other school subjects.

**Using the Dictionary.** Once the proper manner of

using the dictionary for simple helps in pronunciation and meanings is mastered, it should be constantly used by every pupil. The habit of looking up new and troublesome words should be cultivated. No pupil should rest easy in the presence of a strange word when he once knows how to use the dictionary. The teacher must not expect the pupil to cultivate the dictionary habit, and to perfect his skill in mastering words, unaided. In every grade after the use of the dictionary is begun, drills and helps should be given to correct bad habits, and to stimulate the growth of right ones.

**Do the children make the best use of the dictionary?**

Do they know how much the larger dictionary contains? A little time may be taken, when the pupils are ready for it, to show that the part preceding the word list contains illustrations of the official flags, the arms of various nations, a history of the English language, a guide to pronunciation, simple keys to abbreviations used, and other helps. Following the word list are: A pronouncing geographical dictionary of the world, a pronouncing biographical dictionary, classified illustrations, arbitrary signs used in writing and printing, and an indexed reference history of the world. As the pupil advances, he will find here ever-increasing help in all his studies. Later, he will find the derivations and histories of words and understand how they truly represent living experiences, whether they be found in literature, in history, in language, or in geography.

**Use of Library Reference Helps.** Pupils should be shown how to secure from the encyclopedia information on any important topic. Understanding the arrange-

ment, abbreviations used, and the cross references will help greatly. Pupils should be trained to consult the encyclopedia for facts and explanations just as they consult the dictionary for pronunciations and meanings. How to find and to use other library helps should be made clear. Pupils need constantly to look up obscure references or allusions in their reading or to glean interesting additional facts and stories in geography and history. The use of simple indexes to the best general and current literature, the simple use of bibliographies, and keys to available bulletins or public documents should be made clear to these flashing young minds. Each should be given the means of entering the universe of thought in order that, with diligence, he may come into his own.

Keeping constantly at it, using every previously developed skill as a basis for greater growth, are the keynotes to success. Practice in the use of the dictionary, the encyclopedia, and other library reference helps, with the satisfaction that well-ordered practice brings, develops a type of skill which insures continuous independent growth.

## CHAPTER XX

### SUPPLEMENTARY READING

Supplementary reading is a form of practice to increase reading skill, by pleasurable use.

“Mother, may I go out to swim?”

“Yes, my darling daughter.

Hang your clothes on a hickory limb,

But don’t go near the water.”

This old folk-jingle implies that learning to do a thing well is impossible without practice. What if the bicyclist stopped riding just as he got the knack? What if the child stopped walking with his first step? No more should the learner of reading be confined to mere knack-giving exercises. He should be guided to use his new-found skill for his own profit and delight.

In **Studies in Reading**, the study plan as discussed in Chapter II provides for the systematic use of additional, or supplementary, readings. Such a generous program of rich and varied child literature is suggested throughout the reading series that no classification of grade-by-grade references need be added here. Graded children’s lists, carefully prepared, may be had from many of the larger libraries and from reliable publishers and booksellers. But it is important for the teacher to know (1) the most useful forms of supplementary reading, (2) the kinds of supplementary reading as to content and the relative

proportion of each kind for each grade, and (3) some of the best available children's story collections.

**Useful Forms of Supplementary Reading.** The earliest drills from the word cards or sentence strips are supplementary to the first simple reading exercises. Similarly, seat work in all its forms should supplement and reinforce the work of the class period. In addition, the most useful forms of supplementary reading are:

Story telling to the children.

Story reading to the children.

Story reproduction by the children.

Story reading by children to the school.

Sight reading.

Reading in supplementary textbooks.

Reading from the texts in other subjects.

Library reading at school.

School-directed home reading.

Reading current newspapers and magazines.

Useful or pleasurable incidental reading, as letters, directions, recipes, labels, signs, and warnings.

Story telling and story reading by the teacher should stimulate story reproduction and story reading by the children. The life-giving elements flash forth in the well-told or well-read story and the child, if given a hearing, will flash back the response. Many a dull morning exercise may be brightened by letting the children in turn read the interesting story instead of the teacher's reading it. Reading from well-selected supplementary texts adds variety and charm. Reading from texts and reference books in each of the other subjects affords necessary practice. It is difficult to teach the necessary facts in any subject unless the



children read the subject matter with reasonable facility. Children may be profitably permitted to do carefully directed library reading at school or at home. They may be encouraged also to read well from current newspapers and magazines. Often the teacher may read to them a short item sparkling with interest, or show enthusiasm for some charming story read.

Since the children when grown will do most of their **reading from the newspapers**, they should be taught how to get the most and best from them in the shortest time. The busy man reads the heads. When his eye falls on something of interest to him, he reads the "lead," or opening paragraph, of the story and instantly decides whether or not he wants to read further. The gist of the best newspapers which serve the most successful busy men is found in well-written heads and "leads." The reader soon learns to be suspicious of the paper that flashes up in big "scare heads" or states in "leads" what is not borne out by the facts of the story. Children should be trained to dislike such sensational papers just as they shun prevaricators in any other field. Moreover, they should be taught to discriminate between what is essential news and what is not. Here right tastes and right choices may be developed. Instead of condemning newspapers because some are unwholesome, the teachers should encourage the widest possible intelligent use of them, for they are the sources whence we draw our general knowledge and appreciation of the world's pulsating life. The incidental reading of letters, directions, recipes, labels,

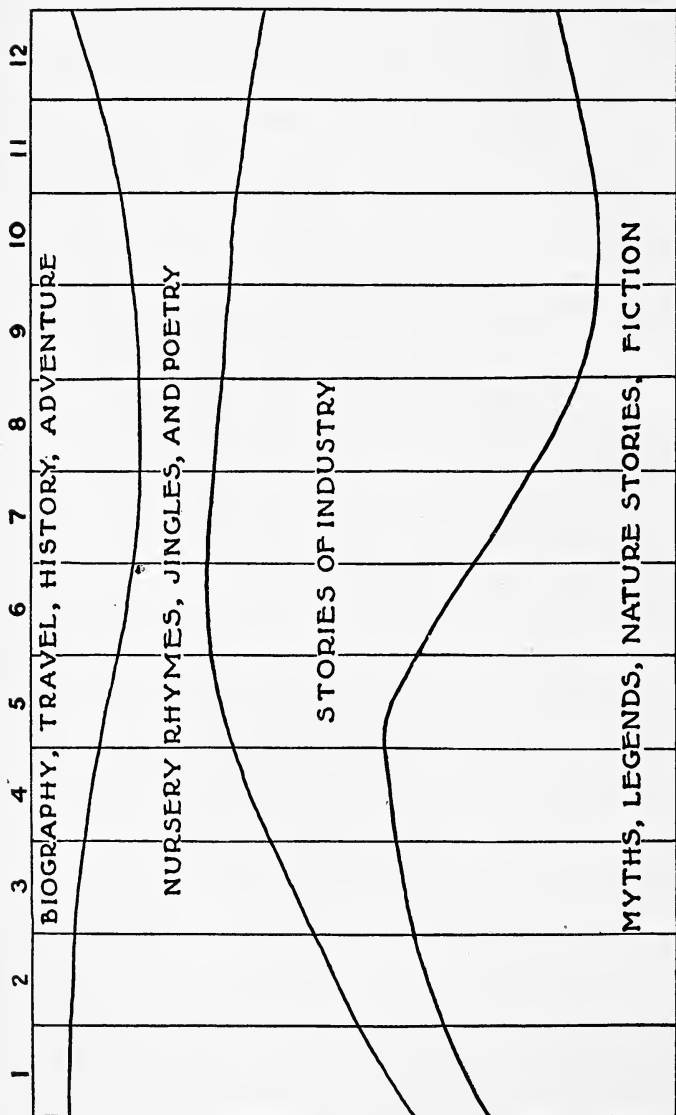


Chart based upon Supplementary Reading Courses in 100 best supervised cities in the United States, showing kinds and relative amounts of Supplementary Reading recommended by grades.

signs, warnings, and the like serve to give the child practical hints of the life-value of reading skill.

**Kinds and Relative Amounts of Supplementary Reading for Each Grade.** The amount of supplementary reading to be done in each grade cannot be determined arbitrarily. The ranges of the minimum amounts seeming to give the best results in the experiences of the most successful teachers are given in the chapters treating the work to be done by grades (Chapters IV to XI). The kinds of supplementary reading as to content which produce the best results are revealed in a careful study of 100 supplementary reading courses used in 100 of the best supervised city and county systems in the United States. The results of the study are shown graphically in the chart on supplementary reading for the grades and the high school. Such a chart is at best merely an approximate representation of facts, but may be said to show a fair composite of the courses studied:

Four fundamental divisions of the subject matter of supplementary reading are shown as follows:

1. Biography, history, historical tales including the best tales of adventure, hero stories, stories of primitive life and life in other lands. This material increases steadily in amount from the first grade and reaches its maximum in the eighth and ninth grades.

2. Nursery rhymes, jingles, nonsense rhymes, and poetry. The largest amount of this material is used in the first three grades, the least relatively in the eighth and ninth grades, from which time the amount increases steadily through the twelfth grade.

3. Stories of industry, including all that fascinating body of material which tells just how the work of the world is done. How bread is made, how we get steel, the story of cotton, how wool is grown and used, the story of coal, how the world travels, are illustrative of this class of stories so essential in all the work of the school. The amount of material used here increases very gradually through the first four grades, then increases rapidly until the eleventh year, tapering off slightly in the twelfth.

4. Myths and legends, fairy tales, fables, folk lore, nature stories of all kinds, and fiction. A very large proportion of this material is used in grades one to four. The amount decreases rapidly from grades five to ten, where the minimum is reached. In these grades, systematic nature study succeeds the myths and fairy tales and diminishes rapidly to give way to stories of industry. From the tenth to the twelfth grades the systematic study of literature causes a gradual increase in the amount of this kind of work offered.

At a glance, the relative emphasis now placed upon the several kinds of work in each grade is shown. For example, in the third grade, myths and fairy tales have a large place, stories of industry are vying with nursery rhymes and jingles, and biography and historical tales are used but little. In the sixth grade, nature stories and stories of industry have large equal places, poetry has far less emphasis, and history is increasing in use. In the eighth grade, stories of industry hold the center of attention, fiction and history have equal relatively smaller stress, and poetry is given relatively little

emphasis. This, with the increased amount of poetry, patriotic and historical tales, and fiction regularly given in the seventh and eighth grades, makes a balanced course. Other grades may be similarly studied. The chart is certainly suggestive of better balanced programs of supplementary reading.

**Some of the Best Available Story Collections.** This list is added to place within easy grasp some of the best available children's stories. "Index to Short Stories," by Salisbury and Beckwith, contains a classified list of 2,500 choice five-minute stories taken from 100 best children's collections, and may serve as a useful guide in using the following or other available collections:

- Andrews, Mary Raymond Shipman. The Perfect Tribute.  
Andrews, Jane. Stories Mother Nature Told Her Children  
Seven Little Sisters.  
Bailey, Carolyn S. Firelight Stories.  
Babbitt, E. Jataka Tales.  
Bailey and Lewis. For the Children's Hour.  
Baldwin, James. Fifty Famous Stories Retold.  
Barnes. Children's Literature.  
Bryant, Sara Cone. Stories to Tell Children.  
Davis and Chow-Leung. Chinese Fables and Folk Stories.  
Dillingham and Emerson. Tell It Again Stories.  
Galty, Margaret. Parables from Nature.  
Harris, Joel Chandler. Nights with Uncle Remus, Uncle  
Remus and His Friends, Plantation Pageants.  
Hawthorne, Nathaniel. A Wonder Book.  
Holbrook, Florence. The Book of Nature Myths.  
Judd, Mary C. Wigwam Stories.  
Keyes, Angela M. Stories and Story-Telling.  
Kipling, Rudyard. The Jungle Book, The Second Jungle  
Book, Just So Stories.  
Lindsay, Maud. Mother Stories. More Mother Stories.

Mabie, Hamilton Wright. Heroes Every Child Should Know,  
Heroines Every Child Should Know, Legends  
Every Child Should Know, Myths Every Child  
Should Know.

Miller, Olive Thorne. Book of Birds,  
The Second Book of Birds.

Miller, Joaquin. True Bear Stories.

Mills, Enos A. In the Beaver World.

Olcott, Frances Jenkins. Good Stories for Great Holidays.

Poulsson, Emilie. In the Child's World.

Richards, Laura E. Five Minute Stories, Three Minute  
Stories, The Golden Windows.

Roulet, Mary F. Japanese Folk Stories and Fairy Tales.

Scobey and Horne. Stories of Great Musicians.

Scudder, H. F. Fables and Folk Stories, Book of Legends,  
Book of Fables.

Seton, Ernest Thompson. Lives of the Hunted, Wild Animals  
at Home.

Stawell, Rodolpha. My Days with the Fairies.

Wiggin and Smith. The Story Hour.

Wyche, R. T. Some Great Stories and How to Tell Them.

Zitkala-Sa. Old Indian Legends.

The teacher should accumulate and have at hand a selected list of volumes of the best child literature. She should co-operate with the school librarian or with the librarian of the nearest public library to arrange well-selected lists from which the school and home reading may be taken.

## CHAPTER XXI

### PRACTICAL USES OF ORAL AND SILENT READING

**Practical Uses of Oral Reading.** Good oral reading is of value in developing right habits of silent reading and study and in cultivating the art of speaking well. Clear articulation, correct pronunciation, and natural expression are essentials of effective speaking. Moreover, oral reading has a much higher use value than is sometimes thought. Here are a few of the many ways in which oral reading is put to valuable use in practical life activities:

Reading to a sick or to a blind person.

Reading to old persons or to illiterates.

Reading for home or public entertainment.

Reading orders and invoices for checking.

Reading new "copy" for comparing and checking.

Reading plans and specifications for comparison and checking.

Reading quotations or citations from poems, stories, legal decisions, testimony, and the like, in speeches or pleas.

Reading sermons or lectures.

Reading train dispatcher's orders and local agent's reports over the telephone.

Reading news despatches over the telephone for syndicated newspapers.

Reading aloud from stenographic notes.

Reading general communications of all sorts over the telephone.

Reading definitely prepared statements for public hearings or reports.

Reading definite directions for others to follow.

Reading public proclamations, messages, or official announcements.

Reading official documents for revisions, corrections, or additions.

Reading the minutes or proceedings of all public bodies.

Reading the Scriptures at the opening of public meetings.

Reading recorded statements, confessions, or agreements for verification or revision.

The pupils will be interested in finding and in reporting other ways in which the world's doers use oral reading in their work.

**Practical Uses of Silent Reading.** As the world's work has become more and more complex, written and printed communications have largely taken the place of oral directions or bargaining. Important as oral reading is, by far the larger amount of one's reading is silent. Because of the necessity to refer to transactions again and again, practically all important ones are made matters of record. Complicated filing systems and intricate indexes result. Classified and cumulative indexes are being prepared and kept up-to-date in the field of every essential human interest. One must know not only how to read what others have recorded, but how to find what he wants when he wants it, with the least expenditure of time and energy. While this matter has been discussed briefly in Chapters XVII and XVIII, it is well to suggest here some of the practical life uses of silent reading, and to indicate how the pupil may be led to place a higher practical value on the real working skill which results from right habits of silent reading.

A few of the important life uses of silent reading are here given with no attempt at exact classification.



Following this list, a suggestive exercise will be given to deepen the pupil's appreciation through his own efforts. Here are some practical uses to which silent reading is put in the busy work-a-day world the child is to enter:

Reading and exact interpretation of social or business letters, orders, proposals submitted for bids and estimates, plans and specifications, and specific manufacturing and shipping directions and orders.

Reading and exact interpretation of constitutions, charters, laws, proposed bills, official records, general or special orders, and recorded instruments.

Reading and exact interpretation of contracts, deeds, mortgages, releases, and similar business instruments.

Reading and exact interpretation of checks, drafts, I. O. U.'s, credit and charge slips, bank book records, deposit slips, and related business instruments.

Reading price-lists, descriptive catalogs, advertisements, and sales arguments.

Reading for exact, usable knowledge in technical subjects or subjects of special interest, including technical journals and treatises.

Reading for general information and for self-improvement.

Reading to keep up-to-date in business or professional life and to meet competition, including forward-looking adaptations and improvements.

Reading for pure pleasure and profitable recreation.

**A Suggestive Exercise.** The pupils may be led the better to appreciate the vital practical uses of silent reading by actually finding for themselves these uses. Suppose the pupils are each asked to find out from one or more of the following, and to record definitely, the specific practical uses these workers make of silent reading. Let each collect and report his findings, then let the class as a group classify the results. In the

process, there will be awakened in the pupils natural life motives to become masters in the use of silent reading skill. Here are some of the busy world workers they may consult:

The teacher, the minister, the lawyer, the doctor, the dentist, the banker, the architect, the consulting engineer, the farmer, the blacksmith, the broom-maker, the carpet-weaver, the president of a labor union, the printer, the editor, the author, the carpenter, the plasterer, the mother in the home, clerks in all mercantile lines, the baker, the grocer, the plumber, the surveyor, the cattle buyer, the hog dealer, the grain dealer, the cotton grower, the boiler maker, the founder, the ranchman, the confectioner, the milliner, the nurse, the barber, the mayor of a city, county officials, officers of women's clubs, officers of commercial clubs, leaders in fraternal orders, officers of farmers' co-operative or other organizations, Red Cross leaders, community center workers, Y. M. C. A. and Y. W. C. A. secretaries, actors, public speakers, members of the legislature, proprietor of a cotton mill, owner of a shoe factory.

This list may be extended indefinitely or otherwise changed and revised to meet the needs of the teacher and pupils in any community. The essential thing is that the pupils discover directly from the workers themselves the life-importance of reading as it is applied in every avenue of the world's work. With the natural motive awakened by such a well-directed exercise, and with directed work and study, the child can be brought to possess his due inheritance through acquiring the matchless art of reading with appreciation.

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